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ABSTRACT

This document reports the activities of the 1971 Canadian Teachers' Federation (CTF) conference on teacher certification. The conference explored the bases for reciprocity and simplification of evaluation procedures. This report covers the conference proceeding including the opening remarks, recommendations of the 1970 CTF conference on teacher certification, possible bases for a Canadian professional teaching certificate, questions for discussion, group discussions, a proposal for standard passport document, and plenary discussion. Appendixes include conference materials and a summary of recommendations. (MJM)

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C-71404

THIRD CONFERENCE ON TEACHER CERTIFICATION

Exploring the Bases for Reciprocity and Simplification of Evaluation Procedures

Proceedings of the Meeting
Held at
Hotel Vancouver
Vancouver, B.C.
June 7-8, 1971

SP 005 932

Canadian Teachers' Federation
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OPENING REMARKS

MARTIN MURPHY, Chairman
CTF Teacher Education and
Certification Committee

In 1968, the Canadian Teachers' Federation convened an interprovincial meeting on teacher certification which was held in Toronto, attended by teachers, registrars, university professors and trustees. The purpose of this meeting was to provide a forum for discussion of the various problems in the certification of teachers in the ten Canadian provinces and to consider the difficulties encountered by teachers moving from one province to another. The goal was to work out reciprocal arrangements whereby highly qualified and experienced teachers might move freely across provincial boundaries.

In 1970, the Canadian Teachers' Federation convened a second meeting on teacher certification, held in Montreal, which centered on an analysis of current problems in certification and prospects for reciprocity. The consensus at this last meeting was that we should meet again this year in order to focus directly on the recommendations made by the second conference. These recommendations were presented to the CTF Board of Directors in July 1970 and received its approval. One of these recommendations suggested the development of a Canadian Professional Certificate. Miss Channon will outline, for the consideration of this meeting today, possible bases for a Canadian Professional Teaching Certificate. Another recommended the creation of a standard passport-type document. Mr. Stratton will present, tomorrow morning, a proposal for such a document.

We know that there are agreements among several provinces regarding portability of pensions for teachers, so why not agreement among provinces respecting the issues we will be dealing with today and tomorrow? As educators, surely we all have a responsibility to look beyond our provincial boundaries and we now have a splendid opportunity to do our part in working towards national unity. The Federated Appeal in Quebec had a slogan for their campaign this year and I think we can use it ourselves here -- If you don't do it, it won't get done! If you are committed and determined then it seems to me that our goal will be realized. In any event, I hope it will be made abundantly clear to all of us tomorrow before we leave whether we should abandon the whole effort or whether we are making progress and therefore should continue to work toward reciprocity. Let us make that decision. If you don't do it, it won't get done!

In closing I should like to refer you to the six recommendations passed at last year's conference.

RECOMMENDATIONS OF THE SECOND CONFERENCE

ON TEACHER CERTIFICATION

MONTREAL, MAY 1970

1. WHEREAS it is commonly accepted that the minimum qualification for teaching in Canada should be a degree or equivalent, with a year of teacher education, it is recommended

   THAT each province recognize, on a reciprocal basis, the certification of persons with degree standing who hold permanent certificates.

2. THAT in the coming year CTF accumulate the information necessary to form the basis for this reciprocity and that the feasibility of translating certain basic qualifications into a Canadian Professional Certificate be studied at a similar conference next year.

3. THAT there be a standard passport-type document, certified by the appropriate authority in the sending province, verifying the following items: date of birth, marriage certificate if appropriate, citizenship, total years of teaching experience, university degrees, and teaching certificates held;

   THAT this document be forwarded at the request of the migrating teacher by the sending authority to the receiving authority;

   THAT the migrating teacher be given a copy of the document.

4. THAT CTF assist the provinces in the development of this more uniform system of teacher information and application.

5. THAT CTF be requested to establish a clearinghouse service for information on teacher certification, salary classification, documentation, procedures, etc., for teachers moving within Canada and that a brochure be prepared for distribution in Canada and abroad, said brochure being updated annually.

6. THAT placement of a teacher be a local school system responsibility, provided that the teacher holds a provincial licence to teach.

POSSIBLE BASES FOR A CANADIAN PROFESSIONAL TEACHING CERTIFICATE

Geraldine Channon
Executive Assistant
Canadian Teachers' Federation

The topic we are going to look at today is not a new one -- at least so far as the Canadian Teachers' Federation is concerned. From time to time I have occasion to go back over CTF's historical records and I see that this idea of a certificate which would be valid across Canada has been popping up in CTF proceedings at fairly frequent intervals.

In the past few years CTF has been making a strong effort to achieve some progress toward this ideal. We realize that we are still short of success. Nevertheless we are gratified at the continued participation of departmental officials and university people in our discussions of possible ways of achieving interprovincial reciprocity in teacher certification.

Today we have reached what I suppose might be called the "white paper" stage. That is to say, we are putting forward a specific proposal for you to discuss and amend. We hope it is a plan which, following amendment, can be implemented.

Why Do Teachers Want a Certificate Valid Across Canada?

As I mentioned, the topic of reciprocity keeps coming up. It seems to me that we may assume from this that the desire for reciprocity is deeply felt by many individual teachers. I think they feel, and no doubt rightly, that the ability to teach effectively is a skill that is universal among teachers, not particular to the teachers of one province. Thus they feel that when they move their professional training should be recognized at its full value and not systematically downgraded because it does not conform exactly to the pattern of training which prevails in the neighbouring province. Not only are teachers often downgraded, but in each province they must pass through a hedge of red tape regulations which can scarcely fail to tarnish their view of the worth of their own educational system and preparation for teaching.

Let us stress now that we do not know -- that nobody knows -- what constitutes a perfect training program for teachers. All the measures that we use -- number of years, number of courses, grade point averages -- are at best imperfect. They are administratively helpful, perhaps, but that is all. Fifty years of research in teacher evaluation has failed to pinpoint the essential traits and training of good teachers.

I am rather interested at present in the new movement in the United States toward setting up programs and certification systems for teachers based on "performance objectives", rather than years and courses. On the face of it this goal seems both logical and admirable. But the question in

my mind is -- Just how successful are they going to be in identifying and measuring the performance objectives that really matter? If they do achieve a major breakthrough, some of our problems may be solved. But until they are, we must continue working with the kinds of systems we have at present.

Since we don't know what program is best, and since teachers, at least, feel their professional worth is not strictly governed by the configuration of courses in their training program, it would seem sensible enough to conclude that each province could take a more charitable view of the training programs developed by its neighbours. I have no doubt that just about every program in Canada represents a sincere attempt to create a good teacher education program. Yet it often seems to me that certification operates on the principle that the applicant is guilty of insufficient training until proven innocent. But isn't that a War Measures Act in education? The ideal of our legal system is that a person is innocent until proven guilty.

Teachers' desire for a nationally valid certificate, then, arises from their feeling that training programs across the nation can be regarded as equally well-intentioned and effective, unless the reverse is proven, that competence is not measured by course work alone and that those who have achieved good standing in one area ought to be welcomed in other parts of that country which is home for all.

What Kind of Certificate Is Needed?

Last year's conference recommended that this year's conference be presented with the evidence concerning appropriate bases on which to award a Canadian certificate. Before looking at that thorny question of appropriate bases, however, let's consider what the real function of the certificate would be.

Now CTF could, of course, go right into the business of handing out certificates, using whatever criteria it liked. However, these certificates would serve only an ornamental purpose unless they were accepted on some basis or another by the evaluating bodies in the various provinces.

We are inclined to believe that the certificate we are thinking of should carry on it, endorsed on the back perhaps, the minimum standing which will be granted the bearer, without transcript evaluation, in each participating province. This minimum standing should include both certificate and salary category. The first transparency illustrates what I mean.

Transparency 1. Sample Endorsement on the Back of the Canadian Professional Teaching Certificate

This Certificate Carries the Minimum Force of the Following Credentials:

Province	Certificate	Salary Category
B.C.	Professional	4
Alta.	Professional	4
Sask.	Professional	4
Man.	Professional	4
Ont.	EST Std IV or HSA Type B	4
Que.		
N.B.	Cert. IV	Cert. IV
N.S.	TC V	TC V
P.E.I.	Cert. 3	Cert. 3
Nfld.	Grade V	Grade V

This minimum might not represent the maximum salary category to which a particular teacher might aspire. Unless the Canadian certificate were offered at different levels of training -- a dubious practice, I would think -- it would still be necessary for teachers who believe they are entitled to a higher category to apply for that category and be evaluated on an individual basis. On the other hand, the minimum assigned should not be lower than the minimum professional credential in the assigning province. If the guaranteed standing were unreasonably low, practically everybody would still have to have their transcripts evaluated.

Despite these problems, the certificate we have in mind would, we hope, for a growing number of teachers in the future, remove the need for examination of transcripts and other documents and obviate the need for probationary service every time the teacher moves. Presumably the teacher would still have to register with the new department, or show that his standing in his home province was good. But that would be about all. Placement would be a matter for consultation between teacher and employer. Salary category above the minimum specified would be a matter for consultation between the teacher and the agency which evaluates qualifications for salary purposes (which of course would still be the department of education in some provinces).

THE PRIMARY BASES FOR THE CPTC

Last year's conference was agreed that possession of a degree ought to be the minimum basis on which a Canadian Professional Teaching Certificate would be awarded. (I shall be calling this the CPTC for convenience throughout this paper.) The degree has long been regarded as the major dividing line between fully qualified and partly qualified teachers. A degree profession has been a long-term goal. It looks now as if this goal

is getting close -- for example, in Alberta and Ontario the degree should soon be the minimum entry standard for teaching. Moreover, I have the feeling that the current change in the supply-demand picture is going to have a significant effect on the standards set for extraprovincial applicants. I shouldn't be at all surprised to find that within a few years it will be virtually impossible for a teacher without a degree (except in the vocational field) to move to another province. I know that Quebec is putting in regulations to this effect and I think that others may do the same, perhaps even before they raise minimum standards for teachers trained in their own province to the same level.

The degree, then, has to be the basis for the certificate. But a degree is not a degree is not a degree. Not in Canada, anyway. There are degrees of different lengths. There are degrees which lead to different kinds of teaching positions. In particular, elementary and secondary programs are usually differentiated. As well, in some institutions degrees may be further differentiated according to teaching specialties -- music, library science, physical education, industrial arts and vocational education -- whereas in other institutions these areas are incorporated into the general degree programs as majors or areas of concentration. There are concurrent programs leading to a B.Ed. or a combined B.A., and B.Ed. There are consecutive programs, with certification or a B.Ed. following graduation from another faculty. There are also what I call "inverted degrees". These are degrees for teachers who took their training at a teachers' college, and are acquiring a degree subsequently. Acting as a one-woman accrediting agency, I have eliminated this type of degree from consideration. However, it may be that you will want me to put it back.

There are other differences among degrees, qualitative differences, some of which are reflected in certification and salary categories. These qualitative distinctions typically include standing -- whether honours or pass -- and content, particularly the number of arts and science courses in the total program.

The differences among degree programs which I have been describing, and the fact that these differences are tied to provincial certification and salary category systems, lead me to the belief that any Canadian professional teaching certificate carrying validity in some or all of the provinces would have to be based on <u>specific</u> programs of teacher education.

In the description of programs which was sent to you as advance documentation, and in the summaries which you received this morning,[1] I have tried to provide a list of all the programs which might initially be considered as bases for the CPTC. I'm afraid the list is not as complete as I wished it to be. I have encountered some difficulty in getting up-to-date calendars from all the institutions. As well, some institutions are just entering the teacher education field and have not yet published their programs. However, if it is your wish that we proceed with this idea we would naturally make certain that we have a complete list.

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[1]See Appendix A.

I think we may have to drop a few of these degree programs, but which programs we drop will depend on which criteria we choose. Our first criterion for selecting the qualifying programs probably has to be length. Whatever one may say about quality vs. quantity, there's no denying that in teacher certification length counts. Now the question is, What do we count and where do we start counting?

Qualifying Length

The sheets which I handed out to you this morning analyse concurrent and consecutive programs using four different methods of counting.[2] The method we've been most accustomed to using as a basis for our counting is Junior-Senior Matriculation. It has pervaded all our thinking. For example, all the DBS statistics on teachers are based on this concept. I think it's fair to say that this system has now broken down. For example, British Columbia has declared that all grade twelves are equal and done away with their Grade 13. They count years above Grade 12 and the universities give some advanced placement to those with Grade 13 or a CEGEP diploma. Quebec has inserted a two-year collegial level between high school (Grade 11) and university, thus adding a year to their system. Quebec usually counts from Grade 1 up. However, it looks as if the tendency in some of the other provinces will be to equate second year CEGEP with Ontario Grade 13, that is to say, with Senior Matriculation. This in effect retains the previous value of the McGill B.Ed. although the total length of schooling is now 16, rather than 15 years. In Ontario, where the possibility of doing away with Grade 13 comes up from time to time, the situation is occasionally complex too. I understand, for example, that a few years ago one university wanted to try admission from Grade 12 on an experimental basis. As it turned out, however, they were prevented from doing so by the grant regulations.

The situation in the Maritimes is also changing. We used to think that Junior Matriculation was Grade 12 in New Brunswick and P.E.I., Grade 11 in Newfoundland and Nova Scotia. Junior Matriculation was the usual entrance requirement for university in all four provinces. But the current calendars tell a different story. Dalhousie, for example, now admits only at the Nova Scotia Grade 12 level. They also, however, admit New Brunswick grade twelves if the marks are high enough. If you take a New Brunswick Grade 12, a year at Dalhousie and move to Alberta, what do you have? New Brunswick takes the view that its Grade 12 students "now should receive parity with any other graduates of 12-year school programs."[3] This new view of the New Brunswick Grade 12 is reflected in Memorial's calendar, which indicates acceptance of students with New Brunswick Grade 11 standing into its Junior Division year.

Memorial University of Newfoundland has also been doing some interesting things. Their first year has been set up as a trimester Junior Division. Entrance requirements to various faculties at Memorial are being stated in terms of Junior Division standing. Some programs start

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[2] See Appendix A.

[3] Canadian Education Association, Requirements for Secondary School Leaving Certificates, for Admission to Teacher Training, for Admission to University (Toronto: the Association, 1971), p. 29.

numbering years at the year after Junior Division. In effect, it seems to me that first year at Memorial is being defined as a qualifying or high school equivalent year. I would not be surprised to see in the near future the concurrent B.Ed. program increased to four years above Junior Division.

Another change in admissions requirements across Canada is mature matriculation. Most universities have apparently had considerable success admitting students in their mid-twenties or older who do not meet all the formal matriculation requirements. What is the status of teachers with two years' university training but no matriculation?

Perhaps the next transparency (Transparency 2) will help to clarify some of the changes. The top row shows the old junior-senior matriculation pattern. The bottom part shows the new pattern that seems to be emerging.

Transparency 2. The Old and New Patterns of Qualification for University Entrance

Old Pattern	Province									
	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Sr. M.	13	12	12	12	13	12	13	12	13	
Jr. M.	12				12	11	12	11	12	11
Emerging Pattern										
					13	CEGEP				
	12	12	12	12		(11)	12	12 (11)	12	Jr.Div. 11

The problem with this pattern is that the provinces which have changed the system have in effect upgraded the standing of their own system. The question is, will the other provinces accept these unilateral decisions when to do so could be interpreted as a downgrading of their own system? If not, we may soon have a system in which nothing is ever equivalent to anything else, but is always counted as one year less. So far as I can see, Alberta, Saskatchewan, Manitoba and Ontario[4] are still working on the old patterns, although they have adjusted to the CEGEP by counting it as a Senior Matric. Everybody else seems to have made some partial adjustments, according to their own lights.

[4]Since this paper was prepared, a new edition of Requirements for Teaching Certificates in Canada (Toronto: Canadian Education Association, 1971) has been published. In the Ontario section the following statement is recorded: "For all purposes of the Department of Education, equivalency of education obtained in another province in terms of Ontario secondary school standing is determined on a year-for-year equation. For example, the successful completion of grade 12 in another province is considered the equivalent of Ontario grade 12 standing."

If you look again at the emerging pattern you get the impression that eight of the ten provinces are moving inexorably toward a 12-year elementary-secondary system. They may even all agree eventually that their grade twelves are equivalent. Even if this happens, however, we will still have the problem of the 13-year systems in Ontario and Quebec. What is the fairest way to treat the grade thirteens? Really, there are only two choices. We can go on saying that Grade 12 equals Grade 13. That is rather unfair to those who have to take the extra year. Or we can say that Grade 13 equals a year of university, or at least some part thereof, depending on the credits earned.

The way that question gets answered affects whether or not the McGill B.Ed. would be included in the list of programs qualifying for a CPTC. For I would suggest that we narrow down our criteria for minimum length by omitting Jr.-Sr. Matric. and choosing among the three remaining -- 16 years of schooling, or four years above Grade 12, or four years of university education. Whichever criterion we pick, we leave out two programs -- the Bachelor of Teaching at Brandon and the B.A. (Education) at Memorial. Although we would like to use four years of university education as the criterion, it must be recognized that consistency would force us to leave out the McGill B.Ed., despite the fact that it would qualify under other criteria of length. The same problem does not arise in Ontario, since no program is under four years. The next transparency (Transparency 3) is an attempt to set the degree structure on top of the secondary school system. I think it points up the problems in setting a length criterion.

Changing admission policies in some provinces must be causing interesting problems for other provinces. For example, if New Brunswick says that their Grade 12 is equal to the Grade 12's in Nova Scotia and Alberta, which Ontario has accepted as equal to Grade 13, will Ontario accept that Grade 12 at the new value?

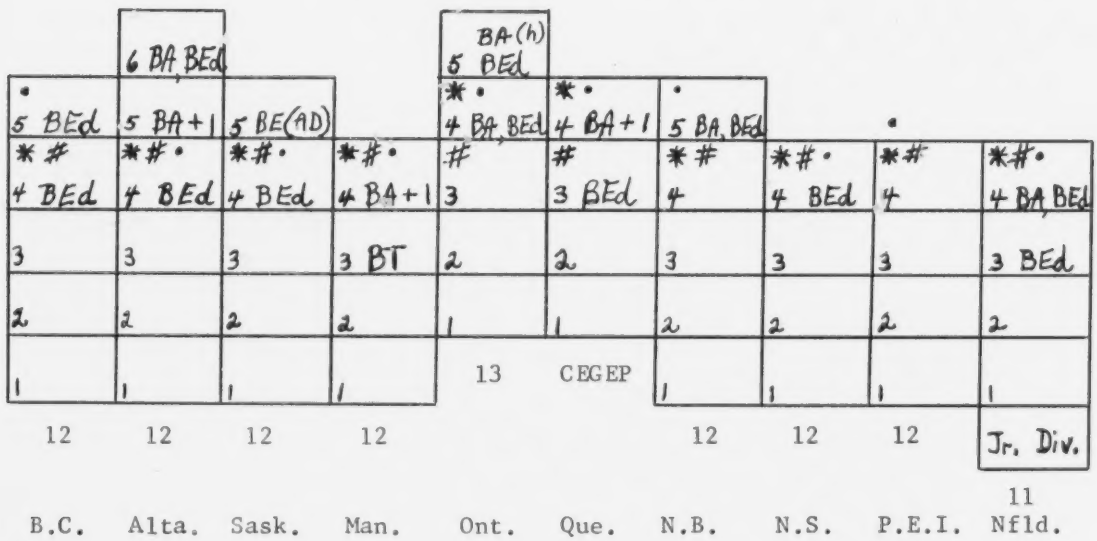
Well, I hope this is one of the points which you will consider in your groups today -- What is a fair basis for determining the minimum length of program qualifying for CPTC? I should add that our CTF Committee was of the opinion that there is a qualitative difference between high school and university studies. Thus we could say that it is irrelevant whether the elementary-secondary system is 12 or 13 years in length when one is working out equivalence of qualifications involving a degree and four years of university studies. We were inclined to the idea that we should disregard high school altogether and simply set our criterion as four years' university. Or perhaps we should even say eight semesters.

Classification for Salary Purposes

If we do get back eventually to a system where "things equal to the same thing are equal to each other" there would be corresponding changes in the way we try to match up equivalent salary categories across the country. The next transparency (Transparency 4) illustrates one possible set of changes in comparisons of salary ranges. The amounts are taken from recent urban and provincial scales. They show comparisons on the old junior-senior matriculation pattern and comparisons on the four

years of university pattern. It seems to me that the salaries don't look too badly out of line under the revised system, considering the variance in economic conditions from province to province.

Transparency 3. Typical Teacher Education Programs Involving a Degree



* 4 years' university

\# 16 years' schooling

• Sr. Matric. + 4 years

Transparency 4. Effect on Salary Scale Comparisons of Changing from the Junior-Senior Matriculation Patterns to the "Four Years of University" Pattern

Province	Typical Level 5 Salaries (5 years above Jr.Matric.)	Typical Salaries for 4 Years University (4 years above Grade 12 or 13)
*BC	7800 - 13100	7200 - 11500
Alta	7700 - 13100	7700 - 13100
Sask	7200 - 11900	7200 - 11900
Man	7500 - 12000	7500 - 12000
Ont	7300 - 12800	7300 - 12800
*Que	6500 - 10500	7200 - 11600
*NB	6300 - 9800	5800 - 9000
NS	6000 - 9600	6000 - 9600
*PEI	4900 - 7800	4600 - 7200
Nfld	6600 - 8500	6600 - 8500

Qualifying Content

The analysis of the degree programs which was sent to you in advance documentation includes the information I was able to glean from the calendars regarding the academic and professional content of the programs. I need hardly say that this kind of analysis is a difficult task. Many programs are becoming quite flexible, with ever-increasing choices of options. Often there is a choice between education options and arts and science options, depending upon the area of concentration selected.

This flexibility is more noticeable in the longer-established programs of university teacher education. It seems to me that there is a sort of developmental process that takes place after teacher education moves into universities. There is no doubt that the liberal arts people tend to resist the appearance of the education faculty, probably in the belief that education courses have no content. This attitude may keep the number of allowable education courses to five -- i.e., one year. However, as the education faculty becomes better integrated within the university, presumably becoming more respectable, the number or proportion of education courses tends to increase. This increase is achieved either by adding to the total length of the program or by subtracting from the number of arts and science courses required. When the latter course is adopted one may see the academic vs. professional balance changing from 75%-25% to

70-30 or 60-40 or even 50-50. This varying balance in content explains, I suppose, why transcripts are so meticulously scrutinized and why some degrees are rejected as inadequate.

The problem of assessing balance is compounded by the fluidity with which a course slips from one faculty to another. A course might get counted by the way it is named, regardless of its real content. There is no ready answer to this question of academic-professional balance in teacher education programs. There is no way to set up a criterion without taking sides in what is more or less a philosophical argument. For example, which course gave the teacher better preparation, Sociology 100 or Educational Sociology 259? Chances are that the actual content was very similar. I feel therefore that program balance cannot be a national criterion, although this means that there will be provincial authorities that will reject a program on this basis. I would, however, make a plea for reconsidering whether hard and fast rules on academic vs. professional balance really make any <u>educational</u> sense.

<u>Standing</u>

Another possible criterion to consider is the academic standing achieved by graduates of the program. Should everybody who graduates from an accepted program qualify for a CPTC, or should a further limitation on standing be imposed, possibly superior to the standards imposed by the institution? So far as I can see there is only one province where standing enters into the picture in certification and salary categories. I would therefore be inclined to say that we shouldn't worry about standing but should accept the university's standards, whatever they may be. I haven't noticed those standards going down recently. However, I would suppose this question to be open to discussion, in view of the practice in other professions.

<u>Summary of Criteria</u>

Let me sum up now the suggested criteria for choosing the teacher education programs which would lead to eligibility for a Canadian Professional Teaching Certificate. (Transparency 5)

Transparency 5. Minimum Criteria for Programs Leading to the Canadian Professional Teaching Certificate

1. The program should be offered in a Canadian university accredited as a member of AUCC.
2. The program should lead to or require a degree.
3. The program should require at least four years of university studies, including the professional year.
4. No criteria in terms of the academic-professional balance in the programs (e.g., minimum arts and science courses) need be established.
5. No criteria on minimum standing (grade point average or equivalent) would be involved.
6. No reference to secondary school standing would be made.
7. Training in teachers' colleges would not be counted.

IMPLEMENTATION

The next question to consider is how we might go about implementing this idea for a Canadian Professional Teaching Certificate. As you recall, we would want it to mean something in terms of acceptance by provincial authorities. Just out of interest I have been looking at some of the ideas that are being tried out in the United States. As you may have noticed from the NCTEPS booklet Milestones,[5] some progress in regard to reciprocity among the states has been made. They appear to have been using two approaches. One of these is the accreditation approach, through NCATE. The other is the Interstate Compact, through which various states have passed legislation enabling them to enter into agreements with other states regarding mutual acceptance of teacher qualifications. Apparently NCTEPS is also considering the possibility of a voluntary national certificate.

It seems to me that there are two approaches we could take to implementation in Canada. One would be implementation through accreditation. The other would be implementation through approval. Let's consider accreditation first.

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[5]National Education Association, National Commission on Teacher Education and Professional Standards, Milestones in Teacher Education and Professional Standards (Washington: the Association, 1970), 32 p.

Implementation through Accreditation

The possibility of employing national accreditation as our approach to implementation has been raised by one of CTF's members. That explains why you received a short description of accreditation in your advance documentation. Several steps would have to be taken if we wanted to use this approach. To begin with, we would have to set up some sort of study commission to establish the criteria which would separate the acceptable from the unacceptable programs. I imagine this commission would have to draw both representation and the funds to support its activities from the teacher education institutions themselves, from teachers' associations and from departments of education. In fact, we might have to bring together a group similar to the one assembled here today.

Once the criteria were set up, the accrediting commission would then have to sit back and wait until the various institutions asked to be accredited. Once invitations were received it could go into action, making visits, preparing reports, and issuing annual lists of accredited schools and/or programs. Once this list of accredited programs was available one could hope that the provincial authorities would move to accept the graduates of these programs at full value.

Accreditation would presumably go well beyond the few minimum criteria which I have spelled out regarding program length. It would be almost certain to deal with personnel, equipment, administration and the design and philosophy of the programs.

This approach might well have a salutary effect on the quality of teacher education in Canada. On the other hand, I cannot help wondering just how many institutions would fail to get accreditation. We might find ourselves going through a long and expensive process by which we would finally manage to exclude half a dozen or so institutions from the magic circle of the accredited. And we still wouldn't have any guarantee that the accredited programs would be reciprocally accepted by the provincial authorities.

It may be that you will tend to favour the idea of accreditation. I certainly hope you will consider the idea in your discussion groups today. For myself, however, I feel there are alternative routes to reciprocity which would be more direct, therefore quicker, and also much less expensive. I suppose one might call this a pragmatic rather than an ideal approach.

Implementation through Approval

I would suggest that for purposes of reciprocity, at least, we are not so much concerned with the merits of the various programs as with the question of whether any of the provincial authorities would be willing to approve programs taken outside the province for purposes of certification. After all, we are not too much troubled with degree mills and similar institutions in Canada. And we have less than 100 institutions to consider, not several thousand. You cannot in Canada get training leading to a teaching certificate without attending an institution that has been

approved by at least one governmental authority. What is basically required, then, is an extension of approval to programs outside each province. Using this approach, I would suggest the following steps to implementation.

1. We should decide on a preliminary list of programs that might lead to eligibility for a Canadian Professional Teaching Certificate. This preliminary list would include most of the programs on the sheets which I gave out, perhaps omitting any 3-year programs. You might, of course, wish to have the programs involving teachers' colleges added to the list.

2. We could go to the institutions concerned and ask for a verified description of each of the programs that are on the list. This description would contain whatever information was required on admission requirements, length, content, standing, etc.

3. We would submit these program descriptions to the provincial certification authorities and qualification evaluation services. Each would be asked to indicate the minimum certificate or salary classification which they would be willing to grant the graduates of each program without transcript examination. (Presumably the job would have to be done in batches over a period of months because of the amount of work involved.)

4. We would be asking for a commitment to accept graduates of the approved programs for a period of, say, five years, after which the commitment would be reviewed.

5. We would hope to have a list of programs approved in at least one province other than their own. This list of programs would constitute the first list of programs leading to a Canadian Professional Teaching Certificate. (Presumably we would also have a list of rejects, along with a list of the reasons for rejection.) I suppose it is possible that everybody would refuse on general principles to approve any program outside their own province. Yet I would remind you that there may soon be some precedents for approving out-of-province programs. For example, the proposed establishment of one French language teacher education institution for the western provinces raises just these problems of approval or accreditation of out-of-province institutions.

6. Anyway, assuming that we did have a list of approved programs we would then inform the institutions concerned and suggest that they add to their calendars some information about the CPTC. This information would indicate which other provinces had approved that specific program.

7. We would also enlist the cooperation of the institutions in sending to CTF the names of graduates of the approved programs.

8. Graduates of the approved programs would receive a statement indicating that they had gained eligibility for a CPTC and outlining the equivalences granted by the other provinces approving the program. They

would also be told of any circumstances under which they might reasonably apply for a higher certificate or salary category in one or another province.

9. The granting of an actual CPTC would follow the completion of a period of satisfactory teaching service.

The timetable for the various steps in implementation of this approach would, at a minimum, be as follows: 1971-72, consideration of programs; 1973, first statements of eligibility issued; 1975 or 1976, first certificates awarded. The steps are summarized in Transparency 6.

Transparency 6. Steps in Implementation through Approval

1. Preliminary list of programs
2. Verified descriptions of programs, obtained from institutions
3. Submission of program descriptions to provincial authorities
4. Approval or rejection
   Approvals to be valid at least 5 years
5. Compiling first list of approved programs
6. Permission for institutions to refer to CPTC in their calendars
7. Request for names of graduates of approved programs
8. Award of eligibility statements
9. Granting of CPTC's following approved teaching experience

Benefits of the CPTC

Let me recap now the hoped-for benefits of the CPTC. The statement of eligibility would enable graduates to move to a new province immediately knowing their minimum certification and salary classifications in advance and also knowing that they need not submit a transcript unless they feel that they are entitled to a higher classification. (The eligibility statement would presumably lapse after two or three years.)

Teachers who received the actual certificate following probationary service would, it is hoped, also be relieved of the necessity of further probationary service in any new provinces to which they move.

There would be benefits for the certification authorities and preparing institutions as well. The certification authorities would be relieved of at least some part of their present burden of transcript examination. The preparing institutions might regard approval of their programs as providing eligibility for the CPTC as adding some prestige to their programs.

Further Conditions for the Award of a CPTC

It has been suggested that a statement of eligibility be issued valid for two or three years. The period of eligibility should be slightly longer than the minimum required for actual award of a CPTC. The actual certificate would be given only following a period of approved service. Now the questions are -- (1) who should do the approving, (2) how much service should be required, and (3) should there be a tie-in with the granting of permanent certification in the teacher's own province?

Taking the latter problem first, I cannot see that we could have an exact tie-in with provincial systems for permanent certification, since some provinces have no service requirements, whereas others require 1 to 3 years. We would perhaps be wiser to set a minimum of three years. As to who would do the approving, I would suppose that a recommendation from the teacher's principal or inspector would be required, along with a recommendation from the teacher's association. In fact, we would probably require that applications be made through the provincial teachers' associations. I cannot see that CTF would wish to award the certificate to anyone who was not a member of his professional association.

Problems Surrounding This Proposal for a Canadian Professional Teaching Certificate

There are a number of problems that I can see in this plan for awarding a Canadian certificate. The really big problem concerns the people who get left out. For example, is it fair to leave out teachers whose professional training is taken at a teachers' college but who hold university degrees? Actually, it would be relatively easy to include them in the plan.

A more serious problem concerns the vocational teachers. In some provinces vocational teachers come in under the degree umbrella. I have a feeling that this is not likely to be a growing number of provinces. The reason is the emergence of the community college as a powerful force in education. I suspect that the dominant pattern in the vocational field will be community college graduation plus the professional year. Consequently, many vocational teachers could never qualify for degree status. Should they therefore be forever excluded from the Canadian certificate? Or should some form of degree-equivalent basis be worked out which could cover vocational teachers? I do not feel sufficiently familiar with all the varied patterns of training vocational teachers to outline that basis at present. However, perhaps you will have some suggestions in this regard.

Another large group which would be left out would be the third or so of teachers presently teaching who hold degrees. It is hard to see how one could undertake to approve programs retroactively. Especially when we all know about the emergency programs that were employed during the teacher shortage. I cannot see anyone giving a credential with a guaranteed minimum standing to any but future graduates of programs which had been approved in advance. Nevertheless, you may wish to consider this problem in your groups. One suggestion was that the Canadian

certificate be given to present teachers with degrees on an honorary basis. It was also suggested that teachers trained outside Canada receive certificates on the same basis.

Another problem is whether provincial authorities would be empowered to give approval to programs outside their own provinces. They appear to have a sort of de facto authority now. However, would enabling legislation or regulations be required to extend this authority in the ways suggested in this paper?

SUMMARY

I have tried to present in this paper a workable plan for a Canadian certificate which would enable teachers with degrees to take their qualifications across provincial borders. An approved programs approach is the means suggested for achieving this goal. We hope that you will have a full discussion in your groups of the points raised and that you will bring back to the plenary session some concrete suggestions for establishing criteria and implementing the plan.

QUESTIONS FOR DISCUSSION GROUPS ON POSSIBLE BASES FOR THE CANADIAN PROFESSIONAL TEACHING CERTIFICATE

1. Is it appropriate to use an "approved programs of teacher education" approach? Is there an alternative?

2. Assuming the approved programs approach is acceptable, how should one establish the minimum length of qualifying programs?

   (a) Years above Senior Matriculation
   (b) Years above Grade 12
   (c) Total years of schooling (e.g., 16 years)
   (d) Years of university education (e.g., 4 years)

3. Should post-secondary education outside the universities be counted (e.g., teachers' colleges, community colleges)?

4. Should criteria be established regarding the academic-professional balance of the approved programs?

5. Should criteria be established regarding academic standing (e.g., grade point average or equivalent)?

6. Would there be any purpose to establishing a national agency to accredit programs of teacher education?

7. If there is, who should be represented and who should finance it? How would it function?

8. Could reciprocity be achieved without accreditation?

9. Would provincial authorities and qualifications services be willing to give approval to programs in other provinces?

10. How long should this approval be valid (5 years, 10 years)?

11. Would enabling legislation be required?

12. How much probationary service should be required before the awarding of a Canadian certificate?

13. On whose recommendation should the certificate be awarded?

14. Can any provision be made to include vocational teachers?

15. Is there any way of including teachers previously trained and currently teaching?

16. Should CTF proceed with this plan along the lines suggested?

GROUP DISCUSSIONS

A. GROUPS ASSIGNED AT RANDOM

Following Miss Channon's paper, delegates assembled in randomly assigned groups to discuss the questions listed on page 19.

Group 1 (Mr. Alex Boyes)

Our group this morning dealt primarily with the first two questions; we hope in the next eight years to discuss the other fourteen questions on the sheet. We discussed whether there should be degree level entry and whether or not it is necessary for the receiving province to which the migrant teacher goes to accept the certification level of the province from which he has come. We further went into a discussion of the differences between certification as the authority to teach, as the assignment to teach, and as an indication of salary. We felt that there was a distinction among the three, and that what we were talking about mainly was the authority to teach, the right to apply to teach in a specific jurisdiction, rather than the other two.

There was some question as to whether the type of general Canadian teaching certificate that we are talking about today might prove simply an impediment to reciprocal arrangements among provinces -- that was not truly resolved. The question was asked, At what level does a teacher become a teacher to the satisfaction of all the jurisdictions in this country?

Finally we came down to the necessity of a beginning point from which we could operate and perhaps set out some basic premises.

We felt that perhaps what is required as an initial step is the preparation of a list of Canadian equivalents in terms of acceptable programs from various provinces, approved programs, in order that the various provinces would then look at what the other provinces have in terms of approved programs and list how they would accept those programs. Thus across the ten you would come up with a list of what programs were acceptable to all or most of the jurisdictions in the country. Then you would be able to issue some form of certificate based on that. That was the point we reached by the time the lunch break came.

There is one other comment that our group made which I would like to mention, in regard to whether we should go on with this kind of thing. It was suggested that we should, if for no other reason than that the CTF conference provides the only opportunity for the three levels to get together. There does not seem to be any other national structure which can bring together the faculties of education, the departments of education and the various teacher organizations to discuss teacher certification.

Group 2 (Mr. Harvey Wilson)

We started out with a general discussion of the bases for reciprocal recognition and immediately recognized that, while there are many difficulties, these difficulties are no reason for backing away from the problem, even if some jurisdictions consider under the terms of the British North America Act that it is an impossible dream that we are pursuing.

The first part of our session was really concerned with Why are we studying this proposal? Is there some particular advantage to be obtained? It was pointed out that in the present situation the teacher's lot is improved and teachers' qualifications have improved. Perhaps this whole problem had its beginning under different conditions which have now disappeared. However, teaching skills, we recognize, are a transportable item; there should be no roadblocks to prevent a teacher moving from one jurisdiction to another. But we recognize that with respect to this particular topic, CTF is at the crossroads; should this project be abandoned because of the superfluity now? Last year's meeting gave direction on which CTF at the present time is taking action; moreover, the principle of cross-Canada certification is a just one in that it would provide the mobility which teachers as professional people should have available to them.

The point was made by some that a teacher can usually now get an evaluation of his or her qualifications with minimum difficulty. There is very little red tape left. Even if there were a CPTC, a check of the validity of the certificate would be necessary and that would be about the equivalent of the present amount of red tape still involved in getting certification in another jurisdiction. It was pointed out that a certification committee exists in the Atlantic provinces which is discussing the setting up of a uniform system of teacher certification. As a result of this committee's activities, each of the four provinces knows completely what the other province is doing in its particular organization. It was emphasized that for the sake of reciprocity no province should be required to lower its standards. The aim should be to transfer to a more uniform system, which incidentally gets rid of the junior-senior matriculation equivalents on which certification is now based.

We then asked ourselves whether we should accept something because a university has approved it. Our concern should not be restricted to courses available at university but enlarged to an area that might be labelled post-secondary education. What is needed is uniform agreement on post-secondary educational activities.

At that point we left the pros and cons to direct our attention to the specific questions on the sheet. With respect to Question 1, asking if it is appropriate to use "approved programs of teacher education" as a base, we agreed that a professional teacher must have an approved training program; the problem is to expand this to a country-wide concept. We had no sooner arrived at that conclusion than a member of our group returned from a brief absence and brought us right back to the question of Why? At this point it was mentioned that this concept of a CPTC is intended not merely to reduce the red tape but also to affect teacher education programs by improving the standards. Reciprocity is impossible without abolishing the B.N.A. Act, but uniformity can be striven for.

It was pointed out that the Alberta Chapter of the Canadian College of Teachers has requested of the Minister of Education for Alberta that all members of CCT be extended a Canada-wide certificate. So we are deep in the concept of development. How will this be achieved, through an agreement between teachers and departments of education? Each province has an unwritten policy that they will not accept graduates of a program that is inferior to their own. Teacher mobility has been cut almost in half, at least the number of teachers moving recently has been cut down to half of what it was and someone remarked that teachers are being released hand over fist.

So summarizing our answer to No. 1, it's within the realm of possibility to approve some programs for Canada-wide use with authorities in each province agreeing so to do.

In answer to Question No. 2, it was proposed that an "(e)" part be added to the four alternatives suggested, mainly years of approved post-secondary training, with a university year being a university year. This led us into a discussion of community colleges, CEGEPS, and institutions of that nature. It was felt that the problems posed in Question No. 2 may well disappear in a year or two.

Question 3, with respect to post-secondary education outside the universities, elicited considerable discussion. It was pointed out that in some educational jurisdictions the programs of such colleges are accepted for credit by universities in that province; in other provinces some community colleges seem to be accredited and their courses accepted at the university level, while others in the same province are not. In other provinces some of the community colleges are affiliated with universities, putting a different aspect on their program. We think that teachers' college education should be counted in answer to Question No. 3 but that the answer regarding community colleges may vary.

Question 4 asked, Should criteria be established regarding academic-professional balance in teacher education programs? We came up with a strong positive answer to that. In the experience of some of the members of the group, some institutions are granting degrees with no regard to balance at all. Some education degrees have been seen with as few as three academic courses in them. A minimum of academic and a minimum of professional courses would be essential. There should be a common denominator for all provinces in this regard.

Question 5 asked, Should there be an academic standard required? Our group concluded that this was a matter for the universities who grant the degrees and beyond the purview of this particular program; it should be left to the institutions in which the student is enrolled. Question 6, Would there be any purpose to establishing a national agency to accredit programs of teacher education? Someone suggested that the AUCC should be encouraged to perform this function. Others mentioned that there is now good liaison between department of education groups and teacher certification groups within teachers' organizations and that really there was no need for a national agency as the respective provinces would fulfil this function.

We were now getting close to the end of our time and still had a nagging question in the backs of our minds, why, why, why! So we went back to our starting point trying to find some positive reasons for a certificate of recognition such as was being proposed. Additional pro's included the prestige of holding such a certificate. It was felt that it would be advantageous for a person who was proposing to leave Canada to have such a certificate Beyond that, we could find no particularly useful purpose. We felt strongly that we could not run counter to the minimum standards that any province might use. If it encouraged any province to upgrade its standards, then the idea was good and worth pursuing.

Group 3 (Mr. Frank Dillon)

As I recall from my high school history, Garabaldi brought some measure of unity to Italy, but I am afraid we did not accomplish quite as much. We attempted to follow the "Possible Bases for the Canadian Professional Teaching Certificate" questionnaire put before us but someone asked me to emphasize that in our particular group spontaneity was appreciated and consequently we jumped from one question to another in no particular order. I think you will see that we raised more questions than we had answers for, and when we did come to some consensus our consensus was "perhaps".

As to the minimum length of program, we thought there should be a start made at the level of senior matriculation. But then it was pointed out that department of education officials across the country cannot agree on what senior matriculation is, and each department of education feels that it has the very best system. We then asked ourselves, Can we accept Grade 12 as senior matriculation, except for Ontario and Quebec? We then decided that junior and senior matriculation are meaningless terms nowadays anyhow. British Columbia no longer uses the term "Senior Matriculation". The representatives from the Atlantic provinces stated that their discussions had bogged down on this point of using junior and senior matriculation as the starting point for minimum length of program.

We then turned our attention to total number of years of university. Four years of university work for a professional certificate seems to be a common starting point. But then we came back to the problem of where university work begins. We found that was still a problem with us. Concurrent teacher education provides a problem as well. In Ontario, for example, only Lakehead University at the moment is involved in this kind of training and to our knowledge they require 15 academic credits, which is the normal basis for a B.A. degree at other universities. Perhaps, we decided, we should insist on 12 years of schooling before university admission. But several universities have a senior students' admittance program, or a mature student program which waives matriculation standards. Thus perhaps we should count only university degrees. We then stated that perhaps we should examine all university programs in Canada and evaluate those programs for acceptability. We asked ourselves, Can we afford to get hung up on the kinds of prerequisites that a student brings to university? Then we arrived at some form of consensus on Question No. 2: we decided that it should be years of university. We were by no

means unanimous on this and we asked ourselves at that point whether this would apply to vocational teachers, the bulk of whom do not have university degrees.

Our attention then briefly shifted to Question 14, which states "Can any provision be made to include vocational teachers?" We decided that universities may give credit for vocational courses and experience obtained elsewhere; therefore vocational teachers need not be cut out. The length of time taken to obtain a degree, by night school or correspondence, will not prevent a vocational teacher from eventually attaining the CPTC.

Then we went back to Question 3, "Should post-secondary education outside the universities be counted?" Our statement here was unanimous -- if every university gives credit for courses taken at those institutions, then there is no problem involved for us.

Question No. 4, "Should criteria be established regarding the academic-professional balance of the approved programs?" Taking a brief survey we found that some programs are on a 60-40 basis, or a 50-50 basis or an 80-20 ratio of academic to professional training. We decided that there would have to be flexibility here, but that the academic portion of the teacher's training should be greater than his professional training. Some universities allow credit for practice teaching, other universities ignore it. Thus we felt we must look at programs or else universities will have a free hand and could conceivably issue -- this is an overstatement -- but conceivably issue a bachelor of education degree without requiring a student to take a single professional course.

We thought that emergency or crash programs of teacher education should be left out. One year of professional training should be a minimum requirement for the CPTC. We found that Alberta is now looking at more than one year of professional training and there are suggestions that a semester of internship be required in addition. Alberta also requires two years beyond the B.A. degree for obtaining the B.Ed. degree.

The problem of practice teaching is a great barrier. It is counted as teacher training and we asked ourselves, Must there be a minimum of practice teaching established as a criterion? In fact it might be a post-degree requirement. The problems of teaching are so complex in this day and age that there should be at least one year of professional education required. So our consensus was yes, there must be criteria established regarding academic-professional balance. We decided that there must be a minimum of one year of professional training with some practice teaching included.

In looking at Question 5, criteria regarding grade point average, we wondered if this was really up to the university. But if we leave it to the universities, we may be recognizing the minimum standard of attainment. We asked ourselves, Should CTF set its own standard before accepting the degree of any particular university? For example, a university may

issue a degree when a student has attained a 2.5 average. Should CTF accept only a 3.0 average, for example? But this would militate against the recognized good teacher who graduated years before with a low average. So if we came to any consensus on Question 5, it was negative and we included No. 6, "Would there be any purpose to establishing a national agency to accredit programs of teacher education?", in our negative consensus.

On Question 10, "How long should this approval be valid (5 years, or 10 years)?", it was pointed out to us that some 29 states do not issue any permanent certificates. More often they issue a document valid for five years at a time. There was some discussion that Alberta is looking at this particular system at the moment. We felt that if CTF were to issue a CPTC on a five-year basis, proof of further training would have to be submitted by the holder before it could be renewed. So it seemed to us that five years would be a good idea in answer to question No. 10.

Question 12 was "How much probationary service should be required before the awarding of a Canadian certificate?" We were agreed at least that there should be some probationary service, but we were unable to establish how much.

Question No. 13, "On whose recommendation should the certificate be awarded?" We felt, first, that the registrar of the provincial department of education might make the recommendation for the CPTC. On further discussion we felt that perhaps teachers' organizations themselves would be in a better position to make a report on the teacher. We were not unanimous. I think probably we did decide that a joint report from the federation and the department registrar might be the system that we could endorse.

Group 4 (Mr. J. H. Wallis)

I think of the major points raised so far many were also discussed in Group 4. We did discuss items such as the need to separate certification from salary level, the possibility that a permanent certificate holder might be less effective at the age he is moving than when he got his initial certificate and so on. There were detailed discussions but we ranged very lightly over the questions. At one point we were teetering upon the edge of requesting the registrars of the departments of education or appropriate officials to approach their ministers of education, each in his own province, to consider the feasibility of each registrar of a department issuing the certificate for his own province and also certifying that the applicant had met the criteria of CTF for a CPTC. This did not quite jell, however. One statement which was agreed upon was that we should request the Council of Ministers to investigate the feasibility of full reciprocity between provinces based on a Canadian degree plus a year of teacher education acceptable to the department of education of the area in which the institution is located. And in order to prevent the idea from dying of old age, a deadline of a certain specified length would have to be incorporated in the resolution.

B. GROUPS ASSIGNED BY CATEGORY

For discussions in the afternoon session delegates were divided into three groups, (1) representatives of departments of education, (2) representatives of universities and (3) representatives of teachers' associations.

Group 1 -- Departments of Education (Mr. E. A. Killough)

Our group spent some time looking at two or three items in terms of the tentative program that we have. But initially we felt that our major concern had to be that of teacher supply per se in Canada at the present time. We had a brief summary statement from each of the provincial representatives available indicating that in general the supply situation within their respective provinces had greatly improved, over the course of the last two years particularly, and that where once our concern was primarily quantitative, we increasingly have to be concerned about the qualitative aspects of teacher supply in Canada. It seemed quite obvious that insofar as general availability of teachers was concerned we have now passed the period of the late fifties and early sixties (where we were anxious simply to get sufficient bodies into the classrooms to ensure that in September schools could carry on) to a point where we had somehow or other to determine what sort of teachers we were looking for in respect to projected enrolments, three years hence, five years hence, and so on. This seemed to have the implication that perhaps the training institutions were increasingly going to have to become concerned with the potential need for various types of teachers in years hence rather than simply admitting students on the basis of first come, first served.

Another point that we discussed at some length was the matter of emergency or temporary training programs, because of course with the trained teacher supply situation, most provinces seem to have already moved, or are in the process of moving away from, the emergency-type or the emergency concept of professional teacher education. Several provinces commented on the phasing out of emergency summer professional programs; it would seem that within the next three or four years we are likely to see the end of the summer session emergency programs and be insisting upon a minimum professional year in all provinces, in addition to the academic qualifications prior to admittance to the teacher education program per se.

We then turned our attention to the basic question at hand, which we phrased as follows:

Is the proposed CPTC a feasible suggestion insofar as the departments of education are concerned? The general consensus was that insofar as the registrars in the various provinces were concerned, the proposal did not really seem to be adding very much to the structure as it presently exists. Basically, certification of a teacher within one province, who is coming out of another province, has to be on the preparation or the training that is behind the certificate rather than on the certificate per se. So it is unlikely that the provincial authority would be prepared to move to certification on a national type of credential, when at the

present time it doesn't seem to be feasible to certificate on the basis of a provincial credential only.

This then took us to the question of what sort of procedure exists for the sharing of information between certificating authorities in order to ensure that teachers are not made to wait unduly for answers. Various proposals were discussed here, but basically we were in agreement that the statement of validity or statement of standing that each of the provinces has, whereby the registrar or his counterpart is able to provide a report direct to the registrar of the other jurisdiction relative to the validity of the teacher in that province, is the basis upon which a decision for certification in the new province must be made. So therefore introducing a third or middle party would appear to add to rather than subtract from the red tape that the teacher would have to go through in order to get clearance for certification in the new province. There was also concern voiced about the possibility of the teacher assuming that because of the existence of the national certificate, as a credential, it would not be necessary to continue to get the clearance from his home provincial registrar, and therefore the process might even be delayed further than it is at the present time.

In the process of the discussions we hit on a number of points that have already been brought forward by previous groups, such as the Canadian College of Teachers' message to the Alberta Minister of Education, so I don't think it is necessary to go into it again at this time.

The remaining time of the group was devoted to what we thought perhaps was the most critical consideration, Question No. 2, because it would seem that, in actual fact, claims of red tape or needless delay, or unhappy consequences or feelings about the results of evaluations normally were matters of salary rather than certification per se. Therefore the salary question seemed to be directly related to the question, "At what level do you start counting years of preparation, Grade 11, Grade 12 or Grade 13?" We talked back and forth for some time but I am afraid that, unlike some of the other groups, we were not able to come to a uniform decision here. I think there was an indication that perhaps there is a developing trend in a number of provinces to consider a year by year count or grade by grade count in determining the point at which one could start calculating post-secondary training, so that the 12th year of education in one jurisdiction probably is going to be accepted as the 12th year of education in another jurisdiction, regardless of whether it happens to be termed junior matriculation, senior matriculation or what have you. There was, of course, a repetition of the point previously made that the concept of matriculation per se no longer seems to have very much meaning in most Canadian provinces, and of course the point that the universities as autonomous institutions will always continue to determine which aspects best satisfy their admissions criteria.

Group 2 -- University Representatives (Mr. J. H. Wallis)

We started discussion on the purpose in making the recommendation of the CPTC. Was it simply a matter of speeding the processing of documents by the departments of education? Might this not be accomplished by

giving them larger budgets with which to work? There was also concern over the use of the word "certificate", as indicating the right to teach. Might it better be regarded as an award or some other term, rather than the word certificate? After fairly wide-ranging discussion, there was a feeling that the Canadian Teachers' Federation perhaps had no real role to play in the accreditation of teacher education programs. You realize, of course, that these are faculties of education speaking. And secondly, there was a feeling that the Federation might continue to play a strong role as a clearinghouse for information, to gather and to disperse information on procedures across the country annually. This took us back to recommendation No. 5 of last year, which was in essence that the Federation regard itself as a clearinghouse of information on all the bits of detail that are required across the ten provinces.

Group 3 -- Teachers' Associations (Mr. Frank Dillon)

This report gives the view of teachers' organizations on the CPTC. We began our lengthy discussions by listening to one of our members ask us, Is a teachers' organization always going to be able to exert educational leadership, even if it does not meet the immediate interests of the majority of its members? Or it could be so conservative as to block all new ideas? Are the teachers' organizations prepared to preside over the dissolution of the organizations as they are presently constituted? New circumstances have arisen since this plan of a CPTC was first suggested, and we asked ourselves, do we want this child to be born or to be aborted? Such red tape as prevents mobility can be cut if the mobile teacher has tenacity. So we are saying to ourselves that perhaps the need is not as great today as it was in the past to provide some measure of mobility or some measure of reciprocity. One of our members suggested that we are on the horns of a dilemma. If teacher groups are concerned with certification reciprocity, how can we convince and urge the departments of education and the universities to agree with our concept and help us implement it? If we do not want this reciprocity, how could we put an end to the plan? Once this conference agrees, we thought, we must work to move the departments and universities and this could well be an unsurmountable task. And we asked, do we feel that the plan is really of benefit to teachers?

At that moment, we had arrived at a do we, or don't we, situation. We asked ourselves if the answer is really in the hands of teacher organizations at all or does it really come from departments of education. We did feel that we could start with a directory of all teacher training programs in Canada. Other provinces could then determine which of these training programs are acceptable to them. If the CTF certificate concept was valid two years ago, we said, what has changed now to give rise to the doubts that we have been expressing? There were several answers to this question. First, the original aim was simply to find ways of making interprovincial mobility easier. But does a CTF certificate now add a new complicating factor to the discussions? And further complicating matters is the suggestion that we may need a national accreditation board. A certificate complicates rather than simplifies reciprocity. Secondly, political authorities may well not even consider a CTF document except for purely informational purposes. Thirdly, a CTF document

might only be useful to a teacher as an indication to him that he might be acceptable as a teacher at a certain pay category in province X, Y or Z.

This might raise a dilemma in that we are not suggesting what a provincial department of education should or should not do. We felt that we may never sell the idea of CPTC if we think of it in the sense of a licence to teach. Then we asked ourselves whether an informational document would cause an impasse for teacher organizations. Perhaps it would, but it would be better if it were simply an informational document. It was pointed out that in 1968-69 DBS stated that only 3,700 teachers in Canada were teaching outside their province of origin, and this, if that figure is correct, would be a small percentage of the total teaching strength of Canada. So we ask, is a Canadian teaching certificate of value to the majority who probably will never move from their home province? The only value may be one of status, and we asked is this worth holding conferences and lengthy discussions? For value received there would be high costs and bookkeeping problems for administrations. Why not, we asked, let the minority face the existing red tape? A simple informational document will not simplify red tape unless the provinces agree to audit it in lieu of requiring documents from the individual.

The suggestion arose that a CTF certificate would simply state that the bearer had reached the minimum stage of teacher education acceptable in all provinces. This may give a teacher a sense of security but if he wishes to move now or in the future, it might make him feel that moving is easy. Then we came back to the why. Is a national certificate desirable or would it be better to have only a single teaching certificate in each province? Starting with a single provincial certificate, it might be easier then to move towards a national certificate.

It was pointed out, and generally agreed, that today teachers do not have the authority to issue provincial teaching licences. So how can they hope to issue a national one? Until a provincial teachers' organization controls licensing in its own province, we may as well forget the national dream.

Teachers' organizations in this afternoon's discussions seemed to be more pessimistic than the mixed groups that we heard from this morning. Then the suggestion was made that a CTF document might well be a propaganda weapon which could subtly place pressure on teachers to force them to come up to a minimum standard. And this could have some real value. CTF might consider creating a registry of teachers in which all Canadian teachers would be registered. A further positive suggestion was that an annual survey of all programs of teacher education might well be prepared. The resulting informational trade value would be quite significant and this is almost certain to have some effect on teacher preparation.

This brought us back to Question No. 6 on the questionnaire we discussed this morning. Would there be any purpose to establishing a national agency to accredit programs of teacher education? But that presupposes that we know what the norm of teacher training is to be or what the best program of teacher education is. Several people asked who would pay for such an accreditation agency.

We next started asking who would issue a CPTC. It sounded very similar to this morning's discussions; the suggestion was made that a council of department registrars or CTF be the logical issuers of such a certificate. Would CTF have the authority to grant the licence to teach? The answer which came to that was "no", but it could record what the Council of Ministers had agreed to accept. Then we said, why call it a certificate? It would only be an informational document. And this informational document would not eliminate comparisons between provincial qualifications. One of the members of the group read from last year's report of the conference and quoted from Mr. Witney of the Canadian School Trustees' Council, who said last year that the public seemed ready to have teachers regulate their own profession. Then we asked ourselves was he in favour of a CPTC? The suggestion was made that Mr. Witney does not sound representative of some of his provincial counterparts.

Another question, How can we presently evaluate each other's credentials? Discretion seeming the better part of valour, someone said, "my goodness, how did we get onto this?" Then we had a list of pros and cons. The title I wrote down here was, Why not do it?, and I think that really should read, Why not <u>not</u> do it? But the points that I have listed are these in favour of not doing anything: (1) the CPTC would be a valueless certificate since we do not issue a licence to teach, (2) only a small minority would use it, and (3) we are not quite altruistic enough. Some general agreement ensued.

On the other side of the coin, why not <u>do</u> it? Or on the positive side: (1) there is mobility, teachers are moving, particularly from the Atlantic provinces; this has been recognized by some portability of pension plans, (2) we are one nation, travel is broadening, that which facilitates cultural exchange is valuable, (3) if we are genuinely concerned with education, it would be well for us to establish across this country a minimum standard of qualification. It was recognized that this would cause some internal bleeding among teacher organizations, particularly from the protective point of view. It was stated that it had much merit.

Such a certificate, it was felt, must be based upon a university degree, with some teacher training, and I have concluded the report of the discussion by stating that a coroner would be required to determine whether the concept is deceased. Miss Channon was then called upon and she detected some signs of life and speaking on behalf of the CPTC she stated that reports of its death had been greatly exaggerated.

A PROPOSAL FOR A STANDARD PASSPORT DOCUMENT

Sterling Stratton
General Secretary
Prince Edward Island Teachers' Federation

My presentation this morning will conclude with a suggestion to change, to improve a service to teachers, to change by introducing more modern procedures for registrars and other officials who are engaged in the evaluation of teachers' credentials. Now I assume that it is normal procedure that a speaker having presented his ideas should expect a follow-up reaction from the audience. But until this day I have never been placed in such a peculiar position, in that I heard reaction yesterday to my speech of today.

I wrote this talk some days ago. Since that time yesterday has occurred. Today I was going to declare that we should improve the services for teachers who are relocating. Yesterday it was stated that there is no teacher movement. Today I was going to proclaim that the certification procedures involved in relocation should be made more efficient. Yesterday I was told that the red tape had been greatly reduced. On top of it all I was going to state some facts which had already been questioned yesterday. It can rather shake one's confidence when you try to talk and suddenly discover that all the reaction has taken place before you spoke. Nevertheless, I am going to go on and describe to you the changes required for implementation of the idea of a standard passport document. Although the proposal will be somewhat of a minor modification, its implementation could be another small step towards greater inter-provincial cooperation in the area of certification of teachers' qualifications. The change to which I am referring is the introduction of a standard passport-type document which would be of assistance to teachers and provincial officials when teachers decide to relocate in another province in Canada.

I believe it is faulty thinking to make decisions based on present conditions. I believe that we will eventually find that there will be higher standards expected of teachers, that the market today of supply and demand of teachers will stabilize. And we will also find there are always teachers moving because of their families. And we will find, I think, once the market has stabilized, that we will go back to the exchange of teachers and that teachers will want to move, once they lose this sense of insecurity over the heavy supply. So I prefer to think that we are looking to the future and not judging everything in terms of this year. Last year it was a good idea, but this year it is out of the question. I am not sure we are right there.

The proposal to be described was initiated by those educators and consultants who attended the Second Conference on Teacher Certification held in Montreal, June 8-9, 1970. At that time the following recommendaton was adopted:

THAT there be a standard passport-type document, certified by the appropriate authority in the sending province, verifying the following items: date of birth, marriage certificate if appropriate, citizenship, total years of teaching experience, university degrees, and teaching certificates held;

THAT this document be forwarded at the request of the migrating teacher by the sending authority to the receiving authority;

THAT the migrating teacher be given a copy of the document.

Some of the comments accompanying this recommendation were as follows:

- "All of this could be recorded and stamped with an official seal of approval by the registrar of a department of education."

- "Surely this is one level where (reciprocity) could be started, where you could save on the bundle of paper that you accumulate on each teacher. If we start in this small way, maybe this could be a base from which we could look at other items affecting teacher certification and evaluation."

- "We cannot do the whole thing all at once, and no step is too small for a beginning."

- "I think that one main reason for the lack of progress is that I don't think anyone or any group is really taking the initiative."

This discussion led to the adoption of another recommendation, just 12 months ago, which stated "That CTF assist the provinces in the development of this more uniform system of teacher information and application."

Although I was not able to attend the meeting in Montreal, the conference report, I believe, makes it rather obvious that problems do exist for teachers and provincial officials when a teacher decides to move from one province to another.

Is it fair to state that teachers in this situation are confronted with a number of related problems? For instance:

1. Teachers who apply to another province for evaluation of their credentials must cope with a considerable amount of red tape. (We heard contrary to that yesterday. I question that.)

2. They must go to several different sources and arrange to have a variety of different documents forwarded to the appropriate authorities. The documents may include a birth certificate, marriage certificate, high school transcripts, university and

other post-secondary transcripts, citizenship data, medical certificate, character references, competence verification, experience records, and so on.

3. Several sets of documents may be required to meet the requirements of various evaluating agencies (e.g., the department of education, the qualifications evaluation service, sometimes the university and perhaps the prospective employer as well).

Is it also fair to state that registrars and evaluators must also go through an involved process of collecting and filing a variety of documents arriving at different times from different sources?

Is it fair to state that teachers who are looking to greener pastures usually contact more than one province when investigating the possibility of relocation, thus compounding the administrative paper work and problems?

Following your discussions last summer, the Board of Directors of CTF adopted the recommendation concerning the standard passport document at its Annual Meeting in July 1970.

CTF has therefore been working throughout this past year on collecting the necessary background information regarding the appropriate content of a "standard document", a possible format, and some ideas for administering the system.

STUDY OF APPLICATION FORMS

During the past year Miss Geraldine Channon, CTF staff member and consultant for the Teacher Education and Certification Committee, surveyed the various application forms utilized in Canada and prepared the following observations:

> "As a prelude to devising a standard document, it seemed desirable to look at the information generally requested by registrars and evaluators. Copies of the application forms and other materials usually sent to out-of-province teachers were therefore obtained and analysed. (A copy of the analysis was distributed as part of the advance documentation for this conference. It is the large blue-covered document.) An analysis was also made of the information requirements of the qualification services and councils. (This is contained in the somewhat smaller yellow-covered document.) If you look through these documents you will notice that there is considerable similarity in the procedures followed and that there is a common core of information and documents required."
>
> Miss Channon continued: "If you look at item 10 in Table 3 of the blue-covered document, you will see that in almost every case there is contact between the sending and receiving provinces in regard to the teacher's status, certification and often training as well. <u>It would therefore not seem unreasonable to suggest an extension of the data provided through this contact</u>.

Another point of interest is item 21 in Table 6. It is apparent from this item that it is usual procedure for the departments to retain all original transcripts of academic and professional training submitted in connection with an evaluation. Thus the departments would have this type of information available for at least some of their teachers. It seems likely, however, that they might not have this information handy for teachers trained in their own province.

One might conclude from examining the various requirements of the departments, that at some point one department will have verified for its own teachers much of the information for which other departments also will require verification. As well, each department will have on file a considerable proportion of the original documents which will be requested by other departments."

Information requirements as stated by Provincial Registrars and required by Qualification Evaluation Services, on which Miss Channon has based her assumptions, were initially compiled as background material for our proposal regarding a standard passport document. In addition, we hope that they will be of value to the participants of this conference when you are evaluating and revising the methods utilized in your province.

ASSUMPTIONS AND PRINCIPLES

The proposal for the standard document rests on specific assumptions and principles. Prior to examining such a document in detail, let us review the assumptions and consider the principles.

Assumptions

Concerning certification and evaluation of teachers' qualifications:

(a) there is similarity in the procedures followed by each province,

(b) there is already some contact between the sending and receiving agencies in each province,

(c) provincial authorities tend to retain all original transcripts of academic and professional training, and

(d) provincial authorities verify for their own teachers much of the information for which other provinces also will require verification.

Principles

The standard passport was prepared by applying the following principles:

I Basic Concept: The standard document would be a cumulative record of the teacher's training, certification and experience which could be passed from one certifying authority to another as the teacher relocates.

II Centralization of Records: It would seem desirable to have the collection of documents kept by one provincial agency, which would continually up-date the records as long as the teacher remains in that province.

III Teacher Responsibility: Individual teachers would have to bear the responsibility of ensuring that their records are up-to-date and accurate before any document is transmitted to another authority.

IV Intra-provincial Transmissions: The collection should be kept in such a way that documents may be copied and submitted to other provincial agencies. As you may have noticed from examining the analyses of the provinces, one department of education passes documents on to the teacher qualification service.

V Inter-provincial Transmissions:

Method (a) The sending province might submit one copy of the standard document to the authorized agency in the receiving province. The agency in the latter province would then distribute copies to the various other agencies in the province which would require the information; for example: qualification evaluation services, universities, boards of education and so on, as required.

Method (b) The sending province might submit one copy of the document to the authorized agency in the receiving province who would, in turn, transmit them to other agencies within the province which require the information.

Method (c) The sending province might prepare a number of copies of the standard document and submit them directly to the various agencies within the province in which the teacher intends to relocate.

VI Transfer of Original Documents: It would seem necessary to have the originals, from which the copies have been made, transferred to the receiving province once a teacher had actually moved and taken up residence in the new province. The sending province would simply retain a copy for its files.

VII Fees: Another requirement of the system might be the institution of a fee structure which would reflect the extra cost to the departments of compiling and duplicating the teacher's record. The evaluation fee charged by the receiving province would, of course, be additional.

TECHNICALITIES

As these principles have been outlined, many of you, I am sure, visualize a number of technical difficulties which would arise if a standard passport was introduced. Following are comments regarding three technicalities which may occur.

With regard to the term "copy", there seems to be no reason why photostats could not be used extensively for such purposes, provided that the photocopies are made from original documents or reproduced data that have been drawn from original sources and previously verified by provincial authorities. The photocopies would not pass through the hands of teachers at all and, therefore, could not be fraudulently altered.

Another obvious technical difficulty would be the ethics involved when official university records are photocopied; and the eventual transfer of the original transcripts from one province to another. Personally, I feel no uneasiness about university transcripts being collected by provincial authorities or photocopied for the initial transmission of documents or actually transferred from one province to another. To have to continually return to the university for yet another official record is a rather antiquated system.

Perhaps some will argue that original records should always be retained by the province in which the teacher began his career. Again I believe that the original documentation of a teacher's qualifications should follow the teacher from province to province with the sending province retaining photocopies.

These three technicalities may be major stumbling blocks and I am certain that you will discover other difficulties which would hamper the implementation of the standard passport document.

A STANDARD PASSPORT DOCUMENT

In order to facilitate discussions following this presentation, Miss Channon has prepared a sample document entitled "Official Teaching Record". In addition, we have prepared a folder of forms entitled "Record of Professional Service in Education" and a comprehensive form with "Official Record of Qualifications and Service" as its heading. These samples vary only in format; each sample is a proposed standard passport document and each includes the same basic sections in which information can be recorded. The variety of samples simply proves that the CTF Committee has not come to any final conclusions regarding the title of the document nor the final make-up of the passport.

Having analysed the application forms and requirements of each province, Miss Channon has suggested that the following contents seem to be the basic information requested for certification or evaluation purposes. The contents include:

1. On the cover -- the teacher's name, number, and the name of the province which is sending the record. Space for a number is included since consideration might be given to having some sort of universal numbering system for these records.

2. A statement that the teacher is in good standing.

3. Personal data -- address has been excluded since it can change so often.

4. Teaching certificates.

5. Teaching experience.

6. Experience in other employment -- possibly more important for vocational teachers.

7. Competence statement -- issued by most recent employer.

8. Summary of the teacher's academic, professional and vocational training.

9. Photocopies of transcripts supporting the summary in No. 8. Note: There are some who will argue that section 9 is not required and that section 8 would contain sufficient information; I leave this point for discussion.

These sample documents exclude the following mainly because they are not required by all provinces.

(a) Medical examination -- could probably be of more value if administered in the receiving province.

(b) Proof of citizenship status.

(c) Religion -- would this be an infringement of human rights?

(d) Character references.

Possibly representatives from each province could add to this list other requirements which have been maintained throughout the years as certification and evaluation processes have developed.

SUMMARY

The idea for a standard passport document was initiated one year ago at a meeting similar to the sessions being held this week. This reporter has attempted to outline the progress since that time. The proposal in brief could be stated in the following manner:

IT IS SUGGESTED THAT THE PROVINCIAL REGISTRAR KEEP FOR EACH TEACHER IN HIS PROVINCE A SET OF RELEVANT TRANSCRIPTS, A LIST OF VERIFIED PERSONAL DATA AND A CUMULATIVE RECORD OF EXPERIENCE. A TEACHER SEEKING EMPLOYMENT

IN OTHER PROVINCES SHOULD BE ABLE TO HAVE COPIES OF HIS OFFICIAL RECORD TRANSMITTED TO ANY RECOGNIZED EVALUATING AGENCIES IN THOSE OTHER PROVINCES. FOR THIS SERVICE THE TEACHER WOULD PAY A FEE. ONCE A TEACHER HAD MOVED, THE ORIGINAL FILE WOULD BE SENT TO THE RECEIVING PROVINCE, WHICH WOULD ASSUME RESPONSIBILITY FOR KEEPING IT UP TO DATE.

WHILE THE ORIGINAL DOCUMENT WOULD STILL SOMEWHAT RESEMBLE A BUNDLE, WE WOULD KEEP HOPING THAT AS TIME PASSES IT COULD BE REDUCED TO THE ACTUAL SIZE OF A PASSPORT THROUGH OMISSION OF THE DETAILED TRANSCRIPTS.

CONCLUSION

Concerning the proposal for a standard passport document, my personal expectations can be stated in graduated levels of success.

I We may conclude that the materials prepared for this conference have formed the base for interesting discussion; simply a learning experience.

or

II We may visualize sufficient merit in the idea to apply some energy towards improving the document and method of administration.

or

III We may entertain, if only by a few provinces, the suggestion that this project be carried through to fulfillment.

The choice is yours; as stated last year, concerning reciprocity in certification, we must move slowly; perhaps this is the starting point. Regardless of the level of success reached, our discussions alone will have contributed, in a small way, to the tasks of carrying on continual communication with each other and improving inter-provincial cooperation in the area of certification and evaluation of teacher qualifications.

To end on an optimistic note:

IF you agree that a standard passport document is desirable,

IF you agree that the proposal, after appropriate revision, is feasible, and

IF a number of representatives wish to cooperate in this venture,

the CTF and its Committee on Teacher Certification are prepared to coordinate the implementation of the standard passport document as a service to Canadian teachers.

GROUP DISCUSSIONS

For the discussions following Mr. Stratton's paper, delegates returned to the randomly assigned groups which had been formed after the Monday morning session.

Group No. 1 (Mr. Alex Boyes)

With respect to the general question of whether or nor this is an idea we should pursue further to some fruition, our discussions resulted in some consensus that we should proceed with the idea of a CPTC or, as suggested this morning, a Standard Passport-type Document. There was no real consensus on this, however. There was agreement within the group that some standardization of the types of information that registrars want in order to certify people to teach within their respective provinces would be a good idea. What I will do now is give you a very brief resume of some of the discussion we had on various points and then go through the document we were given this morning page by page.

There was some concern that the original documents should follow teachers from province to province because of the possibility of loss of the original documentation; maybe they should remain, if not in the originating province, then with some centralized agency which could collect them on a national basis and to which the various groups could refer, if they wished copies. Someone suggested that since the government had put us all into SIN, that's the way we could get the information back, through our social insurance numbers. Since we all have one of these numbers, there is a means by which we can be readily identified whether we wish it or not.

It was also said that there is already a transfer among registrars of most of the information and documents mentioned. But the most important part of everything suggested in this document appears on the second page, and that is the part that indicates to the receiving jurisdiction whether or not that person still holds a valid teaching certificate. That is the most important part, Is the person still certified to teach in any province? This by far is the most important single piece of information. If the form can be sent direct in some way, all the better, but it was pointed out that some of the information on the form is not at all readily available in quite a number of provinces.

Teachers, it was felt, would be quite incensed by some of the information requested in the form, particularly women, in this day of freedom and all the other nonsense that they are asking for. This could be interpreted as an invasion of privacy, and someone was suggesting that they wondered why women's lib groups have not picked up the cry, you know, my maiden name is my name and the fact that I borrow yours for convenience during a term of togetherness has nothing to do with the fact that I'm not really me. And then if you are going after some personal information, why not ask for it all? And if that is the case, where do you draw the line? So we got into quite an interesting discussion on that. Some universities will not release information to certifying authorities without the written permission of the teacher, and therefore it is not possible

for some certifying agencies to get information without the authority of the university; and then obviously the information cannot be transferred without permission. We felt that the agreement for this kind of thing had to come from the registrars as well, and the big problem here was the term of the passport-type document, length of its validity. We determined in our group that the period of time during which this passport-type document would be valid would be the length of time that it would take to send it from one jurisdiction to another. Any period of time beyond that would really invalidate the information within the document itself. If it was issued in January it would not be valid in June because of what might have transpired with the teacher during that 6-month period. The teachers should have copies, it was felt, of any of this information in order to challenge the validity of the information contained therein. It is possible in the transfer of information from one place to another that errors could be made, and the teacher, if she is sending this on to another jurisdiction, should be able to check to see whether all the information that is being sent is in effect the information that she transmitted to that authority in the first place.

Now we came down to lists of experience. In other provinces, British Columbia and Ontario were two that came to my ears, information on previous experience, other than that required for permanent certification, is not really required or normally the interest of these two provinces.

Then we have the question that teachers will not, may not, or would dare not tell all in such a document in order that it might jeopardize their receiving a position at the other end.

Now going through it specifically page by page "the official teaching record of blank," we felt that the social insurance number should be used because in this way any person in the country is readily identified.

Page two is the most important page in the whole document. Our group felt some of the wording could be adjusted. Two suggestions were made here, first that it end after the word "province", that the phrase at the end is really not necessary. But if it were included it would have to be changed in order to indicate some valid type of certificate, because this is the kind of thing some jurisdictions could not permit themselves to say, what happens in another area outside their jurisdiction.

With regard to personal information, the question was raised about place of birth, why? Maybe what we really want is the date of birth rather than place of birth. Citizenship status raises the question of the fair employment standards act in some provinces which just don't allow you to ask questions like this. Thus on this particular page you have to consider the provincial laws that pertain to this kind of information, and whether or not you can legitimately ask for it. The employing agency, however, can become much more specific about this kind of thing, but at the certification level no more can be asked than registrars need.

Regarding teaching certificates, more important than the year issued in the second column on the left-hand side is the period during which the

certificate that has been issued is valid. This was felt to be very important. Also where might this certificate be valid, or if there are a number of certificates, in what jurisdictions would they still be valid? Then the question was asked, Why do you need to list more than the certificate that at present authorizes you to teach? Somebody said that's the only valid certificate, the one that authorizes you to teach now. But there are certain instances, we were told, where related experience under other types of certificates are necessary, so perhaps this is a gray area. Then, with regard to teaching experience, in order to give a person the authority to teach it is not necessary to know anything more than whether or not the person has enough experience for permanent certification.

The question was raised that this whole exercise we have gone through in these past two days really has not much to do with certification at all, but really is attuned primarily to salary. In other words, what the teacher who is moving from one area to another is really interested in is where he will be placed with respect to salary. You can place him in any category you like, but just make certain that whatever category you place him in, it carries with it an equivalent income so that he's not being penalized.

They felt that teaching experience was the kind of thing for which the local planning area had responsibility in all instances. Then we skipped and spent the balance of our time on page 8, the Competence Statement. And this discussion was extremely interesting, I felt. Now don't misinterpret this statement unconditionally that the certifying authorities are not interested in whether the teacher is competent. I'm certain that sounds rather odd. But this is what we are saying. When a department of education or other authority issues you a certificate to teach in that province, what they are in fact saying is that you are eligible to go and try to find a job. You are eligible to go and sell yourself to an employing authority. They are not saying that you are competent to teach, but that you have the credentials which will allow you to teach. It is up to the employing authorities to determine what experience you have had, what background you have had, and whether you are competent, in their opinion, to do the job for which you are applying. But basically, this idea of a competence statement was one which raised these particular issues. I found that this statement was rather an interesting one, as somebody suggested that the headline in the Vancouver Sun might read "British Columbia department of education not concerned with teacher competence." But that's not true. Don't quote that. Anyway that was our discussion on that particular topic.

And finally, just let me conclude by saying that we did not reach consensus as to whether or not this was something that should be pursued further, but we looked at it in order to make some comments should the idea be pursued further. Standardization is a good idea amongst registrars at that particular level. They are the ones who can see what's to be done, and as Mr. Stratton was saying this morning, CTF is the vehicle by which this could be perhaps accomplished.

Group 2 (Miss Elizabeth Hodgson)

Our first speaker in the group felt that there wasn't such a great need, that what is presently used in this particular area at this time is quite satisfactory and quite feasible. The statement he was making was really that the statement of validity is the most important thing in any form of this kind and that in that particular area they presently used a three-page form which tells everything that they really require. I have a feeling that quite a bit of the other things that are suggested, things like whether your certificate is interim or permanent, or the question of experience, that more important was the fact that the teacher had completed an approved program and that the teacher was in good standing, in other words, that the certificate in the province from which she was coming was a valid certificate. This is coming back to the idea that the statement of validity is the important thing.

On the matter of whether departments should have a uniform document of some kind, there seems to be a great deal of similarity among most provinces in the documents used and therefore there seems to be no reason why we shouldn't go ahead and try to come up with a uniform one. The consensus was that the departments shouldn't attempt to handle documentation for every teacher, but that this should only be at the teacher's request and that the teacher should assume a great deal of responsibility.

The question was asked if there were alternatives to the suggestion of the Official Teaching Record. It was suggested that there could be a central information bank -- one in the United States was mentioned, where the bureau can photostat copies of documents which are confidential and must be returned. This agency could check the validity of licence copying, which still seems to be the important thing. Normally these are original transcripts. Perhaps we could handle them in something the same way.

The question was then raised if this was a desirable document and why, and it was felt that so far there has been no national body in relation to this at all, it's all been carried on at the provincial level. But perhaps now if it would appear to meet the needs of the other provinces, that there's sufficient commonality -- the differences are really minor -- then this is a desirable idea. We kept coming up against the idea that the picture has been painted rather blacker than it is actually now in terms of mobility and the necessity for this type of arrangement. However, I think the general feeling here was that it would be desirable to have a uniform document if we are going to have one at all. The question was also raised as to what would be the role of CTF in this. There did not seem to be any answer at the time, but possibly the role could be that of coordinator and seeing after the updating as a service to teachers. The question was also raised as to what are the needs of the technical teacher to collect information from various sources -- it was generally felt that this could be agreed to.

The point was also raised, as in the last report, that errors can occur, that registrars are not infallible and that this documentation could serve as the cross-reference.

Then we went into a look at the Official Teaching Record. We did not get through all of it. As far as the front page was concerned, the number, we agreed that there should be a universal numbering system since some provinces use the social insurance number whereas some use an appalling number made up of birth date figures. On the second page it was pointed out by one of the registrars that this really forms part of what we already have in effect. We did not get any changes in that at all.

The personal information subject came up, with a question as to whether the birth date should be required. Place of birth we thought might be optional. Citizenship, not all provinces require this right now, and perhaps this is something we should have second thoughts on.

On the teaching certificates, particularly with reference to the name of certificate column, too much information may be requested. Registrars are interested in whether the certificate is valid in the province from which the teacher is moving. So it is the most recent certificate in which they would be most interested. Others would not be necessary. The suggestion was made that perhaps there should be another column here -- that these things had to be officially verified. We didn't go into a discussion about problems in some cases where a teacher is moving rather often and backtracking.

With regard to teaching experience -- we had the same problem as the other group. This is one area where perhaps there is least commonality. We sort of left that at that point as we were running a bit out of time here and we touched upon the subject of transcripts. In some cases the departments of education give this information and in other provinces it comes from the federations but it is not uniform for all. It was agreed that the teachers should agree to having their transcripts released.

Our group again emphasized that the mobility factor is not what it used to be, but that the problems still exist for those who do move. Perhaps the people in the group will correct me but I think basically the feeling was that right now the document is feasible and in all probability desirable.

Group 3 (Mr. Frank Dillon)

This is my third time at bat. I have a feeling that not only will I have struck out, but when I finish some of you may be cheerfully ready to throw me out. In any event I would like to preface my remarks with two points. First of all, our chairman, Mr. Wight, is an extremely positive man and did try to give us some direction and bring us to some positive recommendations. Secondly, I want to comment on the excellence of the first report; many of the statements made therein would reflect the kind of discussion that we had in Group No. 3.

On a positive note, then, we began our particular discussion by a reading of recommendation 3 of the 1970 meeting, "that there be a standard passport-type document, certified by the appropriate authority, etc." Using that as our starting point, then, we began to look at the official teaching record as proposed in this form. This is the only document that we studied in our group.

It was felt that most departments of education already have a similar document -- not a standard one, but one that produces in effect the same end result as this document would. We noted that last year the conference had agreed on the need for a standardized document -- standardization seems to be what is mostly requested by recommendation No. 3.

We felt that we had insufficient information at this time on the cost-factor involved in producing this official teaching record. We wondered who would compile, prepare it, circulate it and at whose expense. We wondered also if it might be helpful for other agencies such as superannuation commissions in compiling their files on teachers who move from province to province.

Then we began our page by page examination of the Official Teaching Record and our attention centered first on page 5. That page lists teaching experience in Canada. We had suggestions made that it might be more efficacious if the right-hand column, full or part-time experience, could be more specific. It was felt that more precision was needed here for those certification agents who might be computing salary as one of their particular fields of interest.

On page 8 we spent a good deal of our time discussing that statement of competence, and, like those in Group 1, we thought that page 8 and page 2 had to be looked at together. We wondered whether page 8 is necessary when page 2 is so prominent. In page 2 the statement of the registrar certifying that Mr. Jones is a teacher in good standing in this province might really be changed to read that Mr. Jones holds a valid certificate rather than is in good standing. Many of us were of the impression that the records held by the registrar of the department of education might simply only be able to produce the statement that the teacher <u>does</u> hold a valid teaching certificate. We felt that any other information is very often indicated to the teacher organization rather than to the department of education. Our discussion bogged down here for a time as we tried to define what good standing really means. But that seems to be our suggestion, that if we are to have this second page, the statement from the registrar concerning the teacher should simply read "that this teacher <u>holds</u> a valid certificate." Flipping back to page 8, then, we made the suggestion that a column indicating the names and addresses of appropriate and knowledgeable people who would supply references for the teacher might be better than an open-letter statement of competence from the principal or superintendent.

We also asked ourselves, is it really proper to have as public information a signed statement of a teacher's competence? Do we really want that kind of statement circulating to the departments of education or to anyone who might want information on his teaching?

At that point we departed from the page by page examination and as yesterday we asked ourselves, why are we studying this document, why not ask ourselves, are we in favour of the whole idea? So the statement was made in the form of a question, Is this really a passport as it is presented here and as we heard it described in the speech this morning? Is this really a passport or is it simply a revised transcript form? And if we do prepare this for teachers that contemplate moving are we not asking the registrars of the departments to accept information that we think they should accept and might we not be telling them what we think their job is?

I would like to continue by saying that these statements do not represent consensus, but that all the comments made by the members of our group were made in the spirit of humility and soul-searching as to our views on this passport document. Many of us were not at the previous conferences and so many of us were not really convinced that we concur with recommendation 3 of the 1970 conference. Many of us were not really convinced that there is such a problem concerning teacher mobility. Some of us felt that the teacher who was sincerely concerned with moving to another jurisdiction does not simply say, "I have had it up to here in Ontario, I have had it up to here with British Columbia and I am going somewhere else, anywhere else, I just want out." The teacher is not necessarily going to want to fill out a document such as this and place himself on the national market submitting this to ten provinces. Most teachers who are going to be moving, some of us felt, are moving because of cause. The husband has been transferred in his business, then the wife must follow. She knows which province she wishes to move to. The teacher has experienced the rigours of winter in one of our less blessed provinces and decides that British Columbia would be good for a year or two. That teacher is going to move here for cause. Consequently, some of us did feel that the present system is adequate. Knowing that he wants to move to British Columbia, the teacher would write to the department of education in British Columbia stating, "I wish to be certified as a teacher in your province, what do you require of me for that certification?" The sincere teacher, we felt, is going to want to control his own destiny to that point at least. He would be competent enough to gather up the required documents, the university transcripts, the provincial teaching certificate, and so on. He would be able to bring about this desired change without the necessity of the official teaching record as presented to us here today. There was a comment made in our group that if we did adopt the idea, the document would not be much use anyhow. And as I said, the information I've given you this morning does not really represent consensus -- it is a statement of individual opinions, although they were made out of the spirit of humility. I think that the only consensus I can report is that we decided that we were undecided.

Group 4 (Mr. J. H. Wallis)

In our group there was, I think, some agreement that the passport is an item that is worth worrying through. We now have the information gathered up for us which gives us an idea of what information to send where when going from one province to the next. We therefore have some idea of how many sets of information are likely to be required.

What follows will be some odds and ends of ideas, mainly because we did not come to a final decision in looking at the dimensions of the problem, although we recognized some of the things we have to solve. There will be a need perhaps to compact information to make it one page long rather than longer, or to decide what to computerize; there will be difficulties in updating annually. Again, the cost-factor is involved. There would yet remain the need for transcripts of records to be sent in addition to the other information concerning birth date, and so on, for some provinces at least. There would be the question of the desirability of returning the material to the teacher after it had been submitted to the new province. It would then be his responsibility to maintain and update this information. Then the question was raised that material which had gone through the hands of the teacher would be no longer official. Would the next province then be willing to accept it? This conflict was not resolved -- the possibility of making the material as tamper-proof as possible versus relying on the fact that teachers claim to be professionals and would not tamper with their own materials.

The department, on receipt of information, might either record what it needed and return the documents, keeping nothing more than notes, or it might microfilm and retain a copy. There are occasions when departments of education would want to go back to look at the qualifications in a particular area of competence. For example, does he have background in English, should he be appointed head of the English department? Regulations have changed, would he qualify under the new regulations and so on. If this became necessary of course it would be possible to ask teachers to re-submit their materials. You could get around the problem of official documents by copying material and then handing on to the next agency a copy which was initialed as being a true document; it could go direct from one registrar's office to the next. There is a need for additional information required by some provinces, citizenship or character references or whatever. This might be looked after by noting on the form that in some provinces further material will be required or having a blank saying that this information is required in these provinces only.

There was also recognition of the problem identified earlier of teaching experience. The way of recording differs from province to province and some provinces keep no record centrally at all. There are also minor local variations: In an internship program of teacher preparation does the year of internship count as a year of experience or does it not? These are the sort of problems which have to be considered. Either you decide on Canada-wide common criteria, or you decide you cannot, if it gets to that point, and each registrar would know what the variations were of the other nine; they probably know already. There was also recognition of the problems concerning various transcripts.

Perhaps in summary, advantages are the ease for the teacher to be able to send to one place for most of, or all of, the materials he would require for the next province, knowledge of how many sets, and knowledge that perhaps these would be sent to the appropriate places by their own registrar. An advantage for the registrar is that he gets all or most of the material at one time, not spread out over six weeks bit by bit. And

a practical factor is the need for a sufficient fee to be charged that this would not be a drain on the budgets of the registrars of the departments of education. And some agree that the registrar would become responsible for the chasing up of missing information such as birth dates, if this became necessary.

PLENARY DISCUSSION

Norman Goble

One remark that I'd like to make at this moment concerns the role of CTF here. Quite frankly, I felt a little out of tune with a lot of this meeting, mostly, I think, because last year we had a conference that was devoted to the desirability of certain developments. Explicit and specific decisions were reached last year about desirability and these were formalized and endorsed by CTF. Therefore, when the question of desirability was reopened at this meeting, I was interested. This is not just personal stubbornness on my part. I work for the Canadian Teachers' Federation, and the penalty of working for CTF in the particular office I hold at CTF is that I don't have freedom of opinion. I cannot pretend to and will not pretend to objectivity. I have to come here on the assumption that what has been decided has been decided, that the purpose of the meeting was not to consider whether we should have decided what we did decide, but to consider where we go on the basis of the decisions reached and that's a pretty hard position from which I am simply not at liberty to diverge. As I saw it, this meeting was to go from agreement on desirability to consideration of feasibility, the wedding of desirability and feasibility. So you see, my ears are at the mercy -- the disposal -- of my masters, and they have to automatically switch off if what is brought forward is a statement of dissent from the policies that were reached and recorded by organizations, or if we get into second guessing about whether the people who reached the decisions about desirability last year really should have. Distrust of last year's representatives is not a very fruitful basis on which to move forward.

For many, many years now, the organizations making up the Canadian Teachers' Federation have been committed very firmly to agreed principles. One is that teaching should be a graduate profession. A second is that the teacher should be free to exercise his profession in any part of this country with the minimum of impediment, and a third principle is that the first two should be accomplished without impairment or diminution of the autonomy of the provincial and territorial jurisdictions in education. Now you people are in the position where you can have opinions about these things, but I'm not. As far as I'm concerned, those are the terms of reference within which I work. I think it's important to bear in mind that it is the teachers' organizations that have been the only group interested in promoting these principles, and there are some important implications from that. One is that we cannot, for instance, look hopefully in the direction of what some other body may do, the Council of Ministers, for example. The Council of Ministers has shown no disposition to declare or follow these principles. It is we who have wedded ourselves to these three principles which I have stated. We can't get very far

without enlisting the understanding, the collaboration and the support of other bodies who have jurisdictional power, and that's one of the reasons why we have this kind of meeting, because we are frankly hoping to involve people with jurisdictional authority in the process of implementing these principles. But let's be honest about it, CTF is the body that formed these principles, that is pursuing these goals and is going to go on pursuing them.

One of the major ways in which we will go on pursuing them from year to year is by accumulating the most precise possible information about the nature of the impediments that stand between us and these goals, in the hope that the exploration and publication of information about these impediments will eventually suggest means of reducing them and lessening them. But really, debates about whether they're big impediments or just little ones in any given year is irrelevant. As long as there are impediments, our job is to reduce them, over the long hall. I'd like to emphasize the point that Sterling made, that we are talking about long term objectives and about slow but I hope inexorable progress towards those objectives. We should not be unduly swayed by the given conditions of any particular year. Conditions change from year to year. Even if, in one given year, only one per cent of our teachers are affected by these impediments, nevertheless they are impediments in the way of teaching. In the long run, the goal ought to be to reduce them and, hopefully, to eliminate them.

I don't think any one of us could be in any doubt at all that until and unless the teacher organizations of Canada which formed these policies and evolved these principles change their policies and depart from these principles, we at CTF are committed to continuing to work along these lines of marshalling information, making it known and trying to find logical ways over, under or through the roadblocks in the path. We are committed to continuing the work towards those three objectives which I will restate: The objective of developing in Canada a graduate profession, the members of which may exercise their profession in any part of this country, with the least possible impediment to doing so, always with respect for the autonomy of the constitutional jurisdictions in education. There have been moments during this conference that have not been encouraging to those of us who are bearing in mind those objectives, but I don't think we should be unduly discouraged, because, after all, the condition of the waves at any particular moment is no indication of the state of the tide.

Stirling McDowell

I feel something of the futility and frustration that I gather Mr. Goble feels. I too sensed in the conference a degree of complacency with respect to the adequacy of the present arrangements with respect to teachers who want to move from one province to another. I think my own feeling of futility about the conference has to do with the change that has taken place over the years in what is implied by a given phrase. I refer to the fact that the Saskatchewan Teachers' Federation was perhaps one of the early organizations advocating reciprocity of teacher certification. It would be obvious why that particular group of teachers would be so interested, because I think the record will show that Saskatchewan

has exported more teachers than all the other provinces put together, and so it became a matter of considerable importance to the people who were originally certificated in Saskatchewan to see that this sort of reciprocity was available.

I must say, though, that when this notion of reciprocity in teacher certification first became a part of our policy decades ago, teachers had in mind something quite different from what they have in mind today. At that time, in Saskatchewan, one's teaching certificate was specifically the basis on which his salary category was established. Since that time, of course, certification has become far less important in indicating what salary category the person would be entitled to. I think a similar trend has taken place elsewhere and, therefore, reciprocity in teacher certification, narrowly defined, has become far less important to teachers in Saskatchewan and, I suspect to teachers elsewhere. This is my own reason for futility about this conference, that we have chosen, strangely I think, to restrict ourselves to talking about reciprocity in certification when, indeed, the real concern to Mr. Teacher is some degree of reciprocity in salary categorization. It seems singularly strange to me that we should have imposed this limitation upon ourselves here, particularly in view of the presence of representatives from Teacher Salary Classification groups in various provinces. Now this, then, is the limitation I see in what we've been trying to do, that over a period of some decades the meaning of reciprocity in teacher certification has changed, because its implications for salary categorization have changed.

Royden Lee

We shouldn't go away from this conference feeling that kind of futility which has been expressed by the earlier speakers. Some of us who are in charge of teacher certification have already approached each other with a view to getting together and taking a look at more standardization of procedures than has been the case in the past. I'm sure that the material which we have examined and the discussions that we've gone through here today will serve as very significant guides when we do get together for that purpose.

Mel Sillito

It appears to me that we might lose something that we have almost reached some consensus on, even in this group, which differs from last year's group. I have a feeling that we could ask CTF to promote a more common form of exchange of information between departments of education when a teacher chooses to move from one province to another. I don't know how much agreement there would be on this, but I would propose that we recommend the promotion of a document used by registrars of education that would contain the essential information they now exchange. We might then have a document that the teachers throughout the country would know would be used when they chose to move from one province to another. They would know that this is the information that would be sent if you were transferring from, say, British Columbia to Alberta. I wouldn't see the exchange of information as being based on a set of documents for all teachers throughout the country. I would, however, see a document, a

format that would be used, promoted and the ramifications explored by CTF, that would be used at the time a teacher applies for a move. This document would have validity, if you like, for one move, because obviously a year or two later, it might be out of date. And therefore, Mr. Chairman, I would move that we recommend to CTF the exploration and the promotion of such a common document, to be used by the registrars of the various departments when teachers do move from one province to another.

Jim Killeen

If I could react to Mel's comment and the kinds of principles that Norman Goble enunciated, which I believe are the basic principles of Members of CTF, as well as of the federation itself, it would appear to me that much of the unhappiness about some of the recommendations centres around items 2 and 3 on the pink sheet, the actual certificate, which would be highly portable, and the question of a passport. We seem to have lost sight of the other four items -- 1, 4, 5 and 6 -- and nothing that I have heard at this meeting would in any way take away from those four basic recommendations of last year. Number 5 in particular deals with the point that Mel was making, and, if we do nothing else, I would suggest that we could reaffirm these four particular items and charge the Teacher Education and Certification Committee to continue to examine 2 and 3, having heard a number of very worthwhile comments, and to see how they could best support the principles which I would propose to reaffirm in Numbers 1, 4, 5 and 6.

Ray Wight

I am not sure if the chair is going to accept the formal motion proposed by Dr. Sillito so I'd like to second it. I think some of the difficulty of this conference is that this meeting is probably seen in isolation. I do not think we can do that, because last year, as I understand it, these resolutions were passed, they have been taken to the annual meeting of CTF, and therefore there is a commitment. I would like to feel that CTF would now move ahead and prepare the two documents mentioned in numbers 2 and 3. Even though there has been some criticism and some negative observations made, I'd like an assurance from the chair or from your committee that CTF will still proceed, having a commitment of one or two years and an annual meeting ratification, to weed out the criticisms and take the suggestions made and that the document would still be forthcoming at some future time. This is why I'd like to second the motion and then see what your committee will do with the resolution now before you.

Martin Murphy

Thank you. I accept that as seconding the motion proposed by Dr. Sillito, that we recommend to the CTF Teacher Education and Certification Committee the promotion of items Numbers 2 and 3 of the second conference recommendations. Is that correct, Dr. Sillito?

Sillito

Essentially, yes. My recommendation was a modification of Number 3, I think, the modification being that we wouldn't aim for a total saturation preparation of passports.

Hazel Farr

Did the Board also pass 2 and 3?

Murphy

Yes, the pre-AGM Board passed numbers 2 to 6. They submitted No. 1 to the AGM because it was an elaboration of policy of CTF. No. 1 is the policy statement.

Farr

If I may continue, the recommendation that I think you have accepted now seems to me to be somewhat different from what Dr. Sillito said in the beginning and I would like to be sure of what it is that we are discussing.

Murphy

Why do you see Dr. Sillito's motion as being different from the commitment made in Numbers 2 and 3?

Farr

I thought Dr. Sillito was moving that we recommend CTF exploration and promotion of a common document used by registrars, which teachers would know is being used when they move from one province to another.

Murphy

Isn't that essentially what's in Number 3?

Robert Lamb

I copied down roughly what Dr. Sillito said, although I think the best source would be Dr. Sillito. My statement reads something like this: that we recommend the promotion of a common document used by registrars across Canada, the form of which could be made available to Canadian teachers transferring from one province to another. I think he meant not the information, but the kind of things that would be on the form.

Sillito

I think the jist of what I moved is as indicated by the last speaker. What I proposed was a modification of Number 3, the passport concept.

Murphy

Mr. Wight, is this what you understood when you seconded that motion?

Wight

Yes, except that I think I originally thought that 2 might have been included in that, but I'm still quite prepared to second the motion that includes 3. I'd still like to come back to 2 at another time.

Murphy

And in regard to Number 3, the motion is that we recommend that CTF explore and promote a document to be used by registrars across Canada, the form of which could be used by teachers transferring from one province to another. Is that correct Dr. Sillito?

Sillito

Yes.

Ray Adams

I would like to speak on behalf of the registrars and the evaluators and all of us involved in teacher certification. I would like to take the opportunity to publicly thank the president, the executive members and the members of the teacher certification committee of CTF on behalf of the individuals from the departments of education for the kind invitation. I would like to correct one comment from Mr. Goble. I would not share his attitude that as much has been lost as possibly he believes has been lost. I think that we now must redirect our thinking and I personally have never agreed with the order of the recommendations passed by CTF, although I have agreed in principle with all the recommendations. It has always been my impression that Number 4, "that CTF assist the provinces in the development of a more uniform system of teacher information and application" comes first. "A more uniform system of certification in Canada" is possibly the first step which must be taken if we are truly serious about reciprocity. I think that at this conference the hope of reciprocity has diminished because we have been approaching it in the wrong manner. Yet, if anything, the conference in Montreal last year, and the happenings in the 365 days up until this conference and including this conference, have uncovered most of the conditions surrounding teacher certification in Canada. Now we, as departmental people, have not had the opportunity to meet on a national level, simply because we do not have a coordinating body, although I'm very happy to hear that certain registrars are already thinking of possibly meeting at CEA in a separate session on teacher certification. This, of course, has been swinging lately as a result of these meetings. But I think that definitely we now must press forward -- we must direct our concern toward a more uniform system of teacher certification, and only then will reciprocity be able to be considered on a serious basis.

Murphy

Mr. Adams, can I take it that you're speaking in support of the motion?

Adams

Definitely so, because all of these are steps toward the more uniform system.

Murphy

Very well. Could I get a consensus from the group as to the acceptance of the motion?: THAT we recommend to the CTF Teacher Education and Certification Committee the exploration and promotion of the document used by registrars across Canada, the form of which could be used by teachers transferring from one province to another. Motion is carried. Mr. Wight, you asked to go back to Number 2.

Wight

I would like to feel that CTF would now undertake to revise the paper presented by Miss Channon with the ultimate aim of setting some standard for the CPTC. I'd like to feel that this document would be revised and sent to the teacher associations so that it could become a document on which the teachers' associations across Canada would agree. I see this one as applying to the teachers more than perhaps Number 3, which applies to the registrars. I would like to feel that this document would ultimately be prepared, presented, and accepted. Now, if you can assure me that will be done, fine. There's no need of a motion.

Murphy

Number 2 is our direction. It hasn't been changed. The board of directors has passed this motion, and we must carry on this way. Any revisions could be based on the data that we received in the discussions yesterday and today.

McDowell

I gathered that Mr. Killeen was, among other things, going to present a motion that we reaffirm recommendations 1, 4, 5 and 6. I was wondering if this is still his intention. If so, I would be glad to second it.

Murphy

Moved by Mr. Killeen and seconded by Dr. McDowell, THAT we reaffirm recommendations Numbers 1, 4, 5 and 6 of the 1970 conference. Can Number 1 be included? That is now AGM policy.

Killeen

With Dr. McDowell's permission, I would say that Number 1 can be included. It's permissible to reaffirm policy at any time. Since there seems to be some concern about the direction of the meeting, I feel this would be proper. In Number 4, it may be wise to change the word "this" in the first line to "a", which will allow the committee the flexibility that I gather the Sillito-Wight motion was intended to give them.

Murphy

Very well, any discussion on the motion from the floor?

Norman Bernstein

I'd like to push recommendation Number 1 a little further, on the basis that a teaching certificate is a demonstration of qualification to teach irregardless of academic standing, (except for the minimum base), subject concentration or level at which you teach. In other words, it is a recognition of professional qualification, and consequently eventually there should be one teaching licence for everybody, based on the minimum qualification of the degree plus professional training. I would like to move that the eventual object be one certificate.

Murphy

Let's deal first with the motion of reaffirmation. Moved by Mr. Killeen and seconded by Dr. McDowell THAT this meeting reaffirms recommendations numbers 1, 4, 5 and 6 of the 1970 conference. Motion is carried. Mr. Bernstein, would you care to give me the wording for what you have in mind.

Bernstein

Perhaps if I could amplify the idea a little. I have a personal objection, and my association seems to object too, to the idea of there being a first class, second class, third class, fourth class, etc., of teachers, with some teachers having professional certificates, and others certificates which aren't quite professional. Now, if we're talking about a minimum standard that's for all teachers, then all teachers are by definition professional because they have met that standard. Anything above that standard qualifies them to teach something at another level, possibly, but basically you have a professional certificate or a teaching certificate and they're all first class certificates. I would move, then, that the principle embodied in recommendation Number 1 of the May 1970 conference be extended, with the eventual goal being one class of teaching certificate based on the minimum standard embodied in recommendation 1. The eventual goal would be the same.

Sillito

I will second it if you are looking for a seconder.

Bernstein

Implicit in the motion is a movement beyond the motherhood resolutions taken at interprovincial conferences. It would have to go back to the various Members of CTF for discussion. At that point the various provincial teachers' associations, if they endorsed the proposal, would have to actively support it at the provincial level and attempt, politically and otherwise, to get certification standards changed in their own province.

Murphy

The motion reads, moved by Mr. Bernstein and seconded by Dr. Sillito: THAT the principle embodied in recommendation Number 1 be extended so that there would be one class of teaching certificate based on the minimum standard in that recommendation.

Killeen

Procedural motion, Mr. Chairman. I would move that the resolution be referred to the Teacher Education and Certification Committee. If I have a seconder, I have priority on propriety of referral.

Murphy

Seconder is Dr. Lamb.

Killeen

The purpose of referral is so that there can be some background information and a further development of Mr. Bernstein's important principle in this regard. I think, off the top of my head, that I would support this kind of move towards one certificate based on the minimum qualification outlined in Number 1. On the other hand, I don't think that we've had time to give this the exploration that we should and I would like to see a small group such as the CTF Teacher Education and Certification Committee do this before any particular policy or procedure recommendations are made.

Murphy

Any other discussion on the propriety of referral? That is carried, and the motion can be referred to the Teacher Education and Certification Committee.

Rhéal Perron

Would there be any projected time limit by which the teacher education committee would make its study of the implications of the motion?

Murphy

The teacher education committee will not be meeting again until next fall. They regularly have two meetings between October and the first of the year and from these meetings would grow the recommendations which would go to the Board of Directors and then to the Annual General Meeting. I expect it would be a year or so.

Stratton

Maybe this isn't appropriate but I feel like saying it, so I'm going to. This is my first conference. I didn't know what to expect. I came here with a job to do and wondered how it would all turn out. I've found, I believe, that we've become overwhelmed and depressed at times by the problems that were uncovered when we discussed other problems, and it seemed to just blossom like a disease. I'm optimistic. We've been told there's been no other vehicle for us to get together, we've got together. We've been told that there will be other meetings held possibly because of this little get-together. We have seen the differences between the provinces more clearly (at least I have). We've witnessed the difficulties (and I now have greater faith in, more respect for, our premiers because I witness the difficulties of interprovincial cooperation). We did study a certificate. You could go on. I don't think we could have expected agreement here. What are we going to do, sign a formal charter here? No way that we were going to do that. And I visualize a reaction, I'm very optimistic about this conference. I visualize that registrars are going to go forward meeting, and teachers are going to go on pushing, and we may not get full reciprocity, but I think we're moving ahead, and if there's anyone depressed in the room, I'm not with you. I think it's been a good conference!

Murphy

Thank you, Mr. Stratton. I'm very glad, now that the meeting is coming to a close, that we are on an optimistic note. I want to tell the meeting that the Teacher Education and Certification Committee will certainly try to do its best to analyse the reports from the several groups which were presented yesterday afternoon and this morning, with a view to deciding our future course of action. As Sterling says, we had a job to do last year, and we have done it. At this time, I'd like to thank the members of the committee, and particularly Miss Channon, for all the work that you've done -- the compilation of the statistics, the preparation of the reports and the documentation that we received prior to the meeting, and the things that arrived yesterday, as well as Mrs. Dawson, who I am sure had a good hand in that work as well, and I thank you for it. As Norman said earlier, CTF is committed to the view that teaching should be a graduate profession, without impediment to movement, and with respect for provincial autonomy. The committee will certainly continue its efforts to realize these goals. On behalf of the Canadian Teachers'Federation, please accept our thanks for your presence at the conference. A second thank you as well to the chairmen and recorders of the various groups.

APPENDIX A

CANADIAN PROGRAMS OF TEACHER EDUCATION LEADING TO OR REQUIRING A DEGREE

Length Equivalence Using Different Systems of Evaluation

May 1971

A. CONCURRENT PROGRAMS (leading to first or combined degrees)

Prov.	Institution	Years from Grade 1			Years above Sr. M.			Years above Grade 12			Years of University Ed.		
		15	16	17	3	4	5	3	4	5	3	4	5
BC	U Vic			BEd(elem) BEd(sec)						BEd(elem) BEd(sec)			BEd(elem) BEd(sec)
	UBC		BEd(elem)	BEd(sec)					BEd(elem)	BEd(sec)		BEd(elem)	BEd(sec)
	Simon Fraser U			BEd(gen) BEd(hons)						BEd(gen) BEd(hons)			BEd(gen) BEd(hons)
	Notre Dame U		BEd(elem)						BEd(elem)			BEd(elem)	
Alta	U Calgary		BEd(elem) BEd(sec)			BEd(elem) BEd(sec)			BEd(elem) BEd(sec)			BEd(elem) BEd(sec)	
	U of A		BEd(elem) BEd(sec) BEd(ind'l arts)			BEd(elem) BEd(sec) BEd(ind'l arts)			BEd(elem) BEd(sec) BEd(ind'l arts)			BEd(elem) BEd(sec) BEd(ind'l arts)	
	U Lethbridge		BEd	BA BEd		BEd	BA BEd		BEd	BA BEd		BEd	BA BEd
Sask	U Sask Regina		BEd(elem) BEd(sec) BEd(lib sci)			BEd(elem) BEd(sec) BEd(lib sci)			BEd(elem) BEd(sec) BEd(lib Sci)			BEd(elem) BEd(sec) BEd(lib sci)	
	U Sask Saskatoon		BEd(elem) BEd(sec) BEd(gen) BEd(ind'l arts) BEd(voc'l)			BEd(elem) BEd(sec) BEd(gen) BEd(ind'l arts) BEd(voc'l)			BEd(elem) BEd(sec) BEd(gen) BEd(ind'l arts) BEd(voc'l)			BEd(elem) BEd(sec) BEd(gen) BEd(ind'l arts) BEd(voc'l)	
Man	Brandon U	B.T.			B.T.			B.T.			B.T.		
Ont	Lakehead U			BA,BEd (elem) BA,BEd (sec) BSc,BEd (elem) BSc,BEd (sec)		BA,BEd (elem) BA,BEd (sec) BSc,BEd (elem) BSc,BEd (sec)				BA,BEd (elem) BA,BEd (sec) BSc,BEd (elem) BSc,BEd (sec)		BA,BEd (elem) BA,BEd (sec) BSc,BEd (elem) BSc,BEd (sec)	
Que	McGill U		BEd								BEd		
NS	Dalhousie U		BEd(elem) BEd(sec)			BEd(elem) BEd(sec)			BEd(elem) BEd(sec)			BEd(elem) BEd(sec)	
PEI	U.P.E.I.												
Nfld	Memorial U	BA(Ed)	BA,BEd BSc,BEd BPE,BEd		BA(Ed)	BA,BEd BSc,BEd BPE,BEd		BA(Ed)	BA,BEd BSc,BEd BPE,BEd		BA(Ed)	BA,BEd BSc,BEd BPE,BEd	

B. CONSECUTIVE PROGRAMS (following a degree)

Prov.	Institution	Years from Grade 1			Years above Sr. M.			Years above Grade 12			Years of University Ed.		
		16	17	18	4	5	6	4	5	6	4	5	6
BC	U Vic		Dipl(elem) Dipl(sec)						Dipl(elem) Dipl(sec)			Dipl(elem) Dipl(sec)	
	UBC		1-yr progr (elem) 1-yr progr (sec)						1-yr progr (elem) 1-yr progr (sec)			1-yr progr (elem) 1-yr progr (sec)	
	Notre Dame		1-yr progr						1-yr progr			1-yr progr	
Alta	U Calgary		Cert progr (elem) Cert progr (sec)	BEd(elem) BEd(sec)		Cert progr (elem) Cert progr (sec)	BEd(elem) BEd(sec)		Cert progr (elem) Cert progr (sec)	BEd(elem) BEd(sec)		Cert progr (elem) Cert progr (sec)	BEd(Elem) BEd(sec)
	U Alta												
	U Leth-bridge			BEd			BEd			BEd			BEd
Sask	U Sask, Regina		BEAD(elem) BEAD(sec) BEAD(lib sci)			BEAD(elem) BEAD(sec) BEAD(lib sci)			BEAD(elem) BEAD(sec) BEAD(lib sci)			BEAD(elem) BEAD(sec) BEAD(lib sci)	
	U Sask Saskatoon		BEd(AD) (elem) BEd(AD) (sec)			BEd(AD) (elem) BEd(AD) (sec)			BE(AD) (elem) BE(AD) (sec)			BE(AD) (elem) BE(AD) (sec)	
Man	Brandon U	Ed I (sec)			Ed I (sec)			Ed I (sec)			Ed I (sec)		
	U Man	Ed 2C Ed I			Ed 2C Ed I			Ed 2C Ed I			Ed 2C Ed I		
Ont	Lakehead U		BEd(elem) BEd(sec)		BEd (elem) BEd (sec)				BEd(elem) BEd(sec)		BEd (elem) BEd (sec)		
	Queens U		BEd		BEd				BEd		BEd		
	U Toronto		BEd	BEd(+ hons) Voc'l Type B	BEd	BEd(+ hons) Voc'l Type B			BEd	BEd(+ hons) Voc'l Type B	BEd	BEd(+ hons) Voc'l Type B	

B. CONSECUTIVE PROGRAMS (following a degree -- cont'd)

Prov.	Insti-tion	Years from Grade 1			Years above Sr. M.			Years above Grade 12			Years of University Ed.		
		16	17	18	4	5	6	4	5	6	4	5	6
Ont	U West Ont		Type B	Type A Voc'l Type B	Type B	Type A Voc'l Type B			Type B	Type A Voc'l Type B	Type B	Type A Voc'l Type B	
	U Windsor		Elem progr		Elem progr				Elem progr		Elem progr		
	Brock U												
	York U												
	Ottawa U												
Que	Bishop's U		Dipl in Ed								Dipl in Ed		
	McGill U		Dipl in Ed								Dipl in Ed		
NB	Mount Allison U		BEd BEd(Mus)		BEd BEd (Mus)				BEd BEd(Mus)			BEd BEd(Mus)	
	UNB		BEd		BEd				BEd			BEd	
NS	Acadia U	BEd			BEd			BEd				BEd	
	Dalhousie U	BEd (elem) BEd (sec)			BEd (elem) BEd (sec)			BEd (elem) BEd (sec)			BEd (elem) BEd (sec)		
	Mt Saint Vincent U	BEd			BEd			BEd				BEd	
Nfld	Memorial U	Dipl in Ed			Dipl in Ed			Dipl in Ed			Dipl in Ed		

APPENDIX B

Page 1:

OFFICIAL TEACHING RECORD

of

Name.....

No.....

Transmitted by .....Department of Education

Page 2:

This is to certifity that

.....
(name in full)

is a teacher in good standing of this province and is free to accept employment elsewhere

(signed) . . . . . .
Registrar

Date . . . . . .

(sealed)

Page 3: PERSONAL INFORMATION

Name Mr / Mrs / Miss. . . . . .

Maiden or religious name . . . . . .

Birth Date . . . . . .

Place of Birth . . . . . .

Citizenship Status . . . . . .

Social Insurance No. . . . . .

Page 4: TEACHING CERTIFICATES

Issuing Authority	Year Issued	Cert. No.	Name of Certificate (Indicate whether Interim or Permanent)	Special Subject Endorsements

Page 5: TEACHING EXPERIENCE

A. Canada

Duration		District	Type of School (Elem. or Sec., public or private)	Full or part-time
From	To			

Page 6: B. Outside Canada

Country	Duration		District	Type of School (Elem. or Sec., public or private)	Full or part-time
	From	To			

Page 7: EXPERIENCE IN OTHER EMPLOYMENT

Duration		Employer	Type of Work
From	To		

Page 8: COMPETENCE STATEMENT

(photo-copy of statement from most recent employer -- principal, superintendent, etc.)

(signed) . . . . . .

Page 9: SUMMARY OF ACADEMIC, VOCATIONAL AND PROFESSIONAL TRAINING

A. Secondary School
(teachers without degrees only)

Province or Country	Schools Attended	Dates of Attendance	Last Grade Completed

Page 10: B. University

Location	Name of Institution	Dates of Attendance	Degree or Diploma Obtained	Major Subjects

Page 11: C. Teachers' College

Page 12: D. Other Post-Secondary Institutions

Location	Name of Institution	Dates of Attendance	Diploma or Certificate Obtained	Major Subjects

Page 13: E. Trades Training

Page 14: TRANSCRIPTS

A. Secondary School
(teachers without degrees only)

Photo-copy of high school transcript, diploma, certificate, matriculation results, list of subjects and marks, etc., as appropriate

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Page 15: B. University

Photo-copies of original university transcripts

Page 16: C. Teachers' College

Photo-copy of original transcript

Page 17: D. Other Post-Secondary Institutions

Photo-copies of original transcripts

Page 18: E. Trades Training

Photo-copy of journeyman's certificate?

APPENDIX C

SUMMARY OF RECOMMENDATIONS

1. THAT CTF explore and promote a document to be used by registrars across Canada, the form of which could be used by teachers transferring from one province to another.

2. THAT Numbers 1, 4, 5 and 6 of the recommendations made by the 1970 Conference on Teacher Certification be reaffirmed.

3. THAT the following resolution be referred to the CTF Teacher Education and Certification Committee:

   THAT there be only one class of teaching certificate, based on degree or equivalent minimum.

It was also agreed that the CTF Teacher Education and Certification Committee be asked to consider revising Miss Channon's paper on the Canadian Professional Teaching Certificate and circulating it to CTF Members for suggestions and amendments, with a view to formulating an agreed-upon basis for such a certificate.